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- The Relation of Graphic Arts to Education
- Subordination of Handwork in Industrial Art
- Farm Crops for Industry
- A Background for Curriculum Making
- Business Management for the Small Business Proprietor
- The Passing of Three Leaders

★ AMERICAN VOCATIONAL ASSOCIATION INC. ★

Washington • D C

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AMERICAN VOCATIONAL ASSOCIATION, Inc.

JOURNAL

AND NEWS BULLETIN

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Training for Household Employment

TRAINING women for household employment was an ERA project sponsored by the Vocational Division of the Department of Public Instruction in New Jersey.

This project was the outgrowth of a series of conferences organized by women interested in the problems of domestic service and was designed to clear the way for the further training in this field which may be organized by the vocational schools. Those concerned with the operation of the project believe that at least three major points have been demonstrated:

First, that training for this occupation is feasible. Girls will take training for domestic employment and at the end of their course can be placed under good working conditions. For an expenditure of $43.50 per person, exclusive of teachers' salaries, sixteen girls were taken from relief rolls, trained in an eight weeks' course and placed. Not only were the girls made self-supporting, but in most cases they are able to contribute to the maintenance of their families.

The second finding is that the element of reality is an important factor in the success of the training program. Girls should learn under conditions which at least approximate those under which they will work. Such conditions are seldom found in a school or an institution. For this experiment a house was loaned and pupils and a teacher lived in the house. This procedure is evidently feasible as a number of houses were offered for the purpose either rent free or for a nominal charge. The advantages of "resident training" are that girls are trained under conditions which approximate the economic level at which they will work; they learn to live with strangers and away from home, all of which were new experiences for most of the group.

The third feature of this experiment was the setting up of a cooperating or sponsoring group of women representing employers. These sponsors were of considerable assistance in formulating standards and securing positions for the trainees. The chief value of such a group is that it gives an opportunity to approach the problem of training the employer. No solution of the very complicated and unsatisfactory conditions existing in household employment can be reached by training only the workers. The low esteem in which domestic service is held is after all a reaction against ignorance and incompetence of both parties concerned.

The Relation of Graphic Arts to Education*

GLEN U. CLEETON

Head of the Department of Printing, Carnegie Institute of Technology, Pittsburgh, Pa.

IN DISCUSSING the relation of graphic arts to education we may approach the problem analytically by identifying and defining certain concepts of printing. Brief analysis reveals many uses of the term "printing," which is the form of graphic arts in which we are primarily interested.

1. Printing is used to designate a major industry producing a consumable commodity.
2. Printing encompasses a group of occupations.
3. The printed word is a social force.
4. Printing is an agency of social, artistic, educational and economic progress.
5. Printing is a field of historical research.
6. Printing is an art related to other fields of endeavor; namely, publishing, advertising, and writing (production of various kinds of literature).

Each of these functions of printing is rich in educational correlations.

The story of the importance of printing as a major industry has been told to you so often that it is no longer new. Yet, though we may realize that printing is a primary industry, the majority of people have not had this fact forcibly brought to their attention. Printed products are so much a part of daily life that the average person takes them for granted like trees, sidewalks, houses, food, and clothing—things which would become conspicuous to our attention by their absence rather than their presence. If the average person found himself in the legendary position of Edward Everett Hale, he, too, might suffer the pangs of an unsatisfied appetite for printed matter. But that is another story; I mention this point only to emphasize that printing is not only a major industry but a basic industry which supplies a product that caters to a deeply ingrained set of habits.

Look at the census of manufactures statistics and observe the order of major industries on the basis of value of product: foods and packing, metals and metal products, clothing, motor vehicles, printing and publishing. Or consider production statistics during the recent period of business unsettlement. The industries which remained most stable were foods, chemicals, paper and printing, and clothing. These along with the automobile industry are the ones which have returned most nearly of all industries to the 1923-25 (U. S. Department of Labor Index) levels of employment. Certainly economic theory, which is based on the assumption that commercial enterprise grows out of primitive needs for food, clothing, and shelter, must be revised to include two basic wants; namely, printed matter and transportation. Modern mankind must eat, sleep, and protect himself from the elements but—and I say this without intending to pun on a popular expression—he also wants to go places and read things. In these facts we can see clearly the necessity for writing new chapters in textbooks used in many subjects in the field of higher education—civics, sociology, economics, psychology, and philosophy.

The voracious appetite of modern man for printed matter is a phenomenon that none of the pioneers in printing could have

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* Address delivered before the Printing Sub-Section Meeting of the American Vocational Association, Chicago, December 7, 1935.

foreseen. Imagine Gutenberg, Fust, Schoeffer, Jensen, and Aldus returning to the world today. Imagine their astonishment upon seeing the vast uses made of the art which they so importantly advanced. Imagine their even greater astonishment in observing the almost magical influence of the printed word upon human behavior through the medium of books, magazines, newspapers, sheet music, legal documents, labels, commercial forms, and advertising media.

In the broad utilization of printing today to serve the ends of social control we have a phenomenon which has been inadequately considered by sociology and social psychology. The printed word is such a persistent social force that whole books should be devoted to its consideration instead of the few brief paragraphs to be found in the literature of social studies. Because of this force, rulers are made and unmade; wars are entered upon and literally fought with the printed word at home as zealously as they are fought with weapons on the field of battle. Commerce would suffer an unheard-of depression if the products of the printing press were to cease to be available; religion would quickly feel the effects of such a circumstance; and public education would regress a hundred years. Without question, those phases of higher education charged with the presentation of the philosophy of social forces and scientific evidence on the extent and nature of social habits, should give greater consideration to printing as a social institution. Teachers of commercial and economic geography and civics should bring more clearly to the attention of public school pupils the importance of printing both as a social force and as an important field of industrial activity. But, important as is this function of printing, we must move on to an examination of other functions.

Printing as a major industry serves society by providing respectable gainful employment for half a million persons in more than 23,000 widely distributed plants. Numerous types of specialized occupations exist in the printing industry. The skill required in these occupations varies from a small amount to an extremely great amount. Not only is there a wide range of variations in the degree of skill required in the printing occupations, but there is also a wide range in the requirements for technical and general knowledge and executive capacity. Varying degrees of training are, therefore, required for successful employment in the printing industry depending upon the specialized occupation engaged in. Here a clear-cut relationship with education can be observed. At one level of employment in the printing industry we must have men of experience who possess managerial ability. The training of such men must undoubtedly be that which can be provided by colleges specializing in training for printing management, and that which the indispensable school of experience can provide. The school of experience alone is probably no longer sufficient in itself. The business world is too complex to be understood by an untrained or narrowly trained person. Here again printing presents a challenge to higher education.

The printing industry needs, more than any other industry, a reservoir of skilled craftsmen. In the training of these craftsmen, the public trade school and industry must jointly share responsibility. It is probably no news to you to be told that we are likely to face a shortage, in the near future, of skilled workers in the printing industry. Nor should it be news to you to be told that greater competence and a higher level of intelligence is being demanded in this industry. The reason for a probable shortage in skilled workers is found in the fact that only a small number of apprentices are being trained. Unless the printing industry assumes more responsibility for the training of apprentices, the public trade school must increase not only its load of training, but, in many instances, must increase the length and quality of the training offered.

An extremely interesting development along educational lines in the printing industry is the move toward the training of sales representatives. Ten years ago it was assumed that anyone who has selling ability might successfully sell almost any commodity. This is true when price is the major consideration and when the consumer is either an incompetent judge of quality, or willing to accept an inferior product. But, as the consumer becomes a better judge of quality, and begins to think in terms of style as well as the immediate utility of the product, then the salesman must be trained to know how to discuss the planning and production of the commodity he is trying to sell.

Another important occupational development in printing is the growing demand for competent designers and layout men. Printing consumers are beginning to learn that a ruled box is not the ultimate in printing design and that a centered halftone may be an atrocity. Printing producers knew this long ago; and many concerns are employing the services of specialists who can tastefully plan and lay out material before it is placed in the hands of compositors. The increasing use of photography in advertising has not reduced the need for designers, nor has the use of photography displaced any great number of commercial artists. Illustrated advertising matter has increased to such an extent that more designers are needed than ever before. Again we observe a need for training growing out of the graphic arts for which we have inadequate educational facilities.

Since printing originated as an art, such matters as speed, economy, and technical efficiency were of little concern at first. For many years both early producers of printing and the users of printed products gave little attention to problems of quantity production. But commercialization was inevitable, nor is this commercialization to be too severely denounced, for through the profit motive in printing we have developed technically and mechanically to a point almost unbelievable to those who see for the first time the printing of a metropolitan newspaper or a document such as a city telephone directory. Fortunately, technical progress has often expanded the artistic possibilities of printing. Imagine the educational influence that a further extension of the beautiful color work which is being done in printing today will have upon the artistic taste of the nation as a whole: color printing is likely to do more toward the dissemination of good taste in pictorial design than millions of words of esthetic discussion dealing with precepts and principles.

Although technical developments in printing have gone a long way, we are really only entering upon a period in which mechanical and chemical engineering, applied to the printing industries, will have far-reaching effects, not only on printing processes but upon society as well. Let me forecast, then, a coming need for men in the field of the graphic arts who can apply principles of engineering to printing production. That we already have a few such men is an indication that more are to come. The great hue and cry among printing producers at the present time (after the decrying of price-cutting competition) centers upon the need for development of precision methods and management controls in production. Somewhere in our educational scheme we must train men who can bring the discoveries of science and the principles of management engineering into the printing plant.

Printing as a field of historical research has been of interest in the past only to a limited group of specialists. Archeologists and historians have been more concerned with periods of history that did not know the use of printing than they have been interested in the importance of the discovery and use of printing. This is so clearly true that it is almost impossible to find an authentic account of the discovery of printing, its predecessors, and the development of printing in textbooks of general history. Perhaps it is not too much to expect that

the importance of printing in cultural history will eventually be realized by educators. Let us hope, at least, that the day is not far distant when those most vitally concerned with the education of youth will realize that the printed word has probably done more to enhance social values and to encourage educational, artistic, and economic progress than have all the warlike escapades of famed personages usually treated in the average history textbook.

In giving thought to the educational aspects of any major industry, the importance of a knowledge of the product of that industry to the consumer cannot be overlooked. The purchaser of an automobile today expects both intrinsic value and beauty in the product that he buys. He has literally been educated by manufacturers to expect certain qualities in an automobile and to know when he is getting them. Among other industrial commodities, consumer appreciation of values is not so evident, but it should be. So important has become the question of consumer knowledge that many schools are emphasizing this important phase of education in connection with their industrial arts and home economics courses. This should be particularly true in courses in printing, because practically everyone in the United States today is a consumer of printed products. While many manufacturers are doing much to educate the consuming public in the appreciation of values (although there are some cases where just the opposite situation exists), they cannot do the whole job of educating the consumer. To teach the consumer of printing to better understand and evaluate the product of the industry is a task which is already receiving serious attention in many junior high schools.

In summarizing permit me to indicate what I consider the most important points of attack in printing education which will serve both the interests of those concerned with education and those concerned with the graphic arts.

1. We must aid those interested in general education in comprehending and presenting the story of the importance of printing as a major industry, and as an agency for social control operating to further artistic, educational, scientific, and economic progress.

2. We must aid guidance officers in presenting a true picture of occupational conditions and employment needs in the complex graphic arts industries.

3. We must encourage the development of the consumer knowledge and taste for high quality printed products.

4. We must encourage the development of producer education for the training of skilled workers for the printing industry—this is especially important since too few persons are now in training.

5. We must seek the development of training courses dealing with the engineering and management problems of the printing industry.

6. We should encourage broader training—both preparatory and in-service training—for teachers of printing, not particularly because the printing teacher is any more poorly prepared than other teachers but because the field is such a broad and complex one.

7. We must, at all times, seek to encourage the study of printing as a cultural and artistic discipline now too frequently overlooked.

8. We must make others associated with us in educational work more thoroughly aware of the debt which education owes to printing, for without the printed word teachers would be obliged to revise methods of instruction in all but the most elementary subjects, and in many branches of education the subject-matter of instruction would eventually be lost. We must make our fellow-workers in education more fully to realize that it is no matter of accident that the spread in the use of printing has closely paralleled educational and social progress; and that printing is an indispensable tool that has earned its right to demand much of public education.

Subordination of Handwork in Industrial Arts

VERNE C. FRYKLUND

Assistant Professor of Industrial Education, University of Minnesota, Minneapolis

THERE has been no more enigmatic problem confronting teachers and administrators of industrial-arts education than that of the wisdom of subordinating handwork to information. This concept involves the twofold assumption that manipulation, or handwork, is unnecessary in the experience of learners and that information or knowledge transcends all else in industrial-arts experience.

There is no evidence in philosophy or psychology that requires development of one potential ability at the cost of another. No one has yet proved what education or type of education is of most worth to all people. The offerings in the schools must be so conceived and so organized that no subject matter will be subordinated as far as all students together are concerned. Individual differences guide in determining for each pupil what education is of most value. To determine what shall be subordinated for individuals, therefore, is one of the teacher's most important tasks.

It is not the purpose in this paper to revive an undesirable practice of the old manual training period; that is, that all learners in a class must attain perfection in making a series of exercises or a particular project. That is no longer a live issue. Modern industrial-arts teachers know of it only as history. The other extreme may prove equally serious; namely, considering information as transcending manipulative work. There are no educational aims pointing to the superiority of one element of educational subject-matter over another, whether in the curriculum or in a course of study. Aims determine for us the ends we are seeking; they help in planning effective methods of instruction; they aid in placing emphasis in teaching, but they do not set up a hierarchy of subjects.

Psychology, however, tells us that the differences in people should determine the relative emphasis upon phases of instruction. It tells us that immature learners do not develop the high degree of manipulative perfection that can be expected of mature learners. Psychology does not tell us that we are to ignore excellence when it is desirable and attainable. It does not say that a teacher should tell his learners that in his shop one needs only to *know how* when manipulative work is included in the course. A learner should know what he is expected to learn and should be encouraged to make the attempt. Let ideals of attainment be held before the pupils through instruction by means of demonstrations, even though all pupils in a particular class may not reach the ideal.

It is an unfortunate learning situation when a teacher hides behind his own inability in manipulative performance. It is an unfortunate situation in a school when an administrative officer must be forced to rationalize the shoddiness of shop work by stating that the major aim is information. It is also unfortunate when an administrative officer assumes that instruction in manipulative work is unnecessary, and that one can produce if only he knows how. These conditions will lead to gradual disintegration of industrial arts because of employment of unqualified teachers. They lead to poorly trained teachers in manipula-

tive aspects because teacher trainers misunderstand the import of such practices, and it leads to rationalization of inferior teacher education.

We must not say that information and hand manipulation are mutually exclusive. The course of study must be established according to aims, and the resulting content will consist of both information units and manipulative units. The emphasis must be placed according to need; here, it is excellence in manipulation; there, it is information; and much of the time information will combine with manipulation in shop problems. The shop problems may be in the nature of individual or group projects, investigations, lectures or visits, or whatever is indicated as best by the aims involved.

Let us take a point in illustration. An important function of industrial arts is to develop appreciation of good workmanship and good design in industrial-arts products in the home. The nature of the industrial-arts laboratory is such that equipment and tools are available through which there can be change of materials to conform to needs. In doing this, there are fundamentals in manipulation that must be taught; mere talking about them and knowing how will not suffice. There must be study and comparison of materials in structure, design and finish. There must be application of the simple rules of proportion, balance and color harmony to manipulative performance; there must be craftsmanship in practice. A well-designed article, therefore, requires certain dimensions and certain contours in its successful completion. Consequent shoddy workmanship would invalidate beauty, and usefulness as well, by failure in attainment of proper size and contour. There can be no distinction between knowing and doing; they fuse.

This does not change the now axiomatic principle that one cannot force young people, and all those without aptitude, to do the impossible in development of hand skill. Nor does it condone the habit, which has become all too prevalent, of permitting information and understanding to become mitigating words in all practices in industrial arts. There must be a balance according to individual needs and desires, and no teacher should avoid the responsibility of furnishing adequate instruction where necessary. The teacher must be trained so that he can meet individual needs, whether in manipulative performance or in knowledge. In manipulative work he must be a craftsman who can demonstrate the fundamentals with an ease and accuracy that would make the learners desire to emulate him. An important function of the teacher-training institution is to develop a high degree of skill in manipulative ability in its teachers in training in order that they can take their place as efficient demonstrators.

Preservation of handwork as the fundamental activity does not make industrial arts vocational, nor does it lessen its cultural value. Emphasis on information does not necessarily make the work more cultural. Culture is individual. It varies with combinations and various modifications of personal qualities. In one person culture would be manifested through manners and social poise; in another through exact knowledge; in a third through vocational accomplishment; in a fourth through appreciation in the arts, and so on. There is no standard of culture in practice. It can be said that a thing is cultural if it adds to the art of living. So we need not be influenced by any belief that cultural values are lessened by giving important place to handwork in the school. Culture is an attribute attainable through the composite functioning of the aims of education. It cannot be identified with any particular school offering.

Let us seek, therefore, to meet this enigmatic situation squarely. Let the emphasis in offering and teaching fall as the aims and content require. By all means let us not disillusion teachers in training by ad-

(*Continued on page* 83)

Editorials

IT HAS been well said that man is weakest in his hour of triumph. When everything seems to be going smoothly and when things seem to be coming our way, then it is that we are apt to become soft and somewhat purposeless. It is during the days of stress and difficulties that a man's true worth comes to the surface. In the days of adversity when luck turns against us, when accomplishments are few or missing altogether, when reverses become common, then, if our courage, faith and hope remain with us, there is some good in us.

In periods of difficulties and discouragements, we go through the process of re-evaluating the experiences, possibilities and purposes of life. Often out of our discouragements and trials there come a new vision and a stronger faith in things that lead to new and greater accomplishments.

This is true of society as a whole as well as of individuals. Some of our finest social advances have been the products of a period of national distress and difficulty. We are emerging from a period of national adversity. During this period our nation has embarked on new efforts and ventures in the interest of the common good. Some of these measures have been of a temporary emergency nature. It is devoutly hoped by all that out of these efforts we will find some social and economic progress that shall be more or less permanent.

Some of the present emergency efforts in education and in the interest of our youth will either be put on a more stable basis and will be carried out through well-established agencies or they will disappear like melting snow. Some of the benefits of these emergency educational programs will eventually be properly coordinated with existing programs and we can confidently expect some enduring social and educational contributions to remain when the present distressing days of unemployment have become history. There are many forces now working cooperatively toward this end.

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WORTHY measures and movements do not succeed solely on merit alone. Frequently, very valuable projects seem to make little or no progress in securing public favor or approval. This is often due to lack of leadership.

Every movement needs a leader with faith, vision and courage, some one who is so thoroughly convinced of the need and value of the proposed development that he is willing to make personal sacrifices in order to champion the cause.

In the field of vocational education in the last thirty years, there are numerous illustrations of men who were willing to make sacrifices and give the best of their lives in order that the great majority of our youth might eventually have more adequate opportunities for making satisfactory occupational adjustments and thus secure a more satisfactory start in life. Among these fine leaders were the three men whose passing is recorded elsewhere in this publication. These men were willing to espouse the cause of vocational education when it was neither popular nor understood. They were men who lived ahead of their times. Their leadership was so effective that their influence will live long after them.

There are other men still living who have given the best of their lives to American youth through the development of vocational education opportunities. Two of these men have recently been honored by their co-workers by being presented with life memberships in the American Vocational Association. They are Mr. G. Ivan Barnes of Kentucky and Mr. F. J. Hubbard of Mississippi. The spirit of these men and others like them in the vanguard

of our leadership in vocational education is well expressed in the following quotation from a report of the presentation of an A.V.A. life membership to Mr. F. J. Hubbard.

"Reminiscing about his long term of service, Mr. Hubbard told of how he was appointed by a special vocational board named by Governor Bilbo to serve until a session of the legislature could accept the provisions of the Smith-Hughes act and adequately provide for its program.

" 'They couldn't even promise me a salary,' Mr. Hubbard said, 'but my faith in the program prompted me to accept the position with the belief that the work would grow.'

"Appointed on July 1, 1917, Mr. Hubbard borrowed money to keep up his small office and to live on until the legislature could make an appropriation. Governor Bilbo called a special session in October of 1917 and was persuaded to include the subject of vocational education in his message. As a result, the legislature appropriated $1,400 to support the program during the six months until the regular session could convene.

"Thus, Mr. Hubbard has been at the helm of the state program from the time an appropriation was considered sufficient until the present when $170,000 was allocated to his department by the last legislature for the 1936-38 biennium.

"Asked whether he thought his faith in the program which prompted him to accept a position virtually without pay, had been justified, Mr. Hubbard spoke emphatically.

" 'Justified? Of course, it has been justified!'

"He pointed to the map over his desk which shows the location of 598 units in Mississippi—'there's the answer!' "

Mr. Barnes of Kentucky had the same faith in the possibilities of vocational education and so have hundreds of other state and local vocational education leaders. It is this abiding faith in the service rendered by vocational education to American youth and the untiring zeal with which the faith has been followed that has been largely responsible for the remarkable growth in vocational education opportunities in this country in the last few years.

For Nothing?

A friend of ours spent six months' patient research writing the history of his lodge.

"What did you get out of it?" asked some one.

"Nothing," was the answer.

"They didn't pay you? Why, you put in thousands of dollars worth of time."

"No one paid me."

There was no answer. How can a man who does a job like that "for nothing" explain to an inquirer who never works except for money?

A woman in New Jersey devotes her life to collecting eye glasses and spectacles from those who have pairs they have outgrown, and distributing them to poor people who need glasses and cannot buy them. It costs her money—she gets from it, in money, nothing.

But will you say they are not paid, these, and millions like them, who think that giving something for nothing is the way to happiness?

The laborer is always worthy of his hire, and his hire is always paid. Those who labor "for nothing" receive their pay in joy—and joy cannot be bought with money.

—*Adams Impressions.*

Farm Crops for Industry

Excerpts from Recent Findings and Conclusions Released

DR. H. E. BARNARD

Director of Research, Farm Chemurgic Council, Dearborn, Michigan

FOR many years chemistry has been working for the farmer. It has shown him how to increase his crops through the use of chemically combined fertilizers, how to produce more milk by feeding balanced and nutritionally complete rations, how to grow more meat, and how to get every last cent out of it in its progress through the stockyard. But, while the chemist has been showing the farmer how to produce more and more, he has given very little attention to the importance of developing uses for his crops outside the satisfaction of the appetites of men and animals.

And these appetites require less food for their satisfaction today than ever before. In the early years of the century it took 5 bushels of wheat to furnish our bread; today 3 bushels are all we use; we eat less meat and carbohydrates and more fruit and vegetables. We have learned how to produce more milk with less feed, more eggs and pork with less corn, finer children with less quantity but better selected food than ever before. And by using the power produced by gasoline instead of by corn and hay burning horses we have deprived the farmer of a market for the crops from more than thirty million acres.

Where will the American farmer find new markets? We cannot eat more food, for the capacity of our stomachs is limited. We cannot sell more food abroad, for the demand has been lessened to the vanishing point and will not return. We must, therefore, find other outlets for surplus food crops.

Such an outlet is in the industrial use of farm crops. This use is resulting, because of the work of inventors and scientists who are finding in starches and fats and proteins, grown on every farm, important uses distinctly different from their age-old employment as food for man and for animals.

Soy Beans—An Example

Soy beans came to the United States in a clipper ship, back from trading along the China coast one hundred and thirty years ago. For more than a century it remained an interesting bean-like plant chiefly important to us only as the strange food of the peoples of eastern Asia, who for probably twenty-five thousand years had cultivated the soy bean for its nutritive value, and with its high protein and fat content, built a civilization that was rich in culture through many centuries while the inhabitants of Europe and the Americas were still barbarians.

But, with the beginning of the present century, the agronomists of our State Experiment Stations started intensive studies of the soy bean plant and soon found that it was a most valuable farm crop that could be grown in almost every state.

In 1922, North Carolina was by far the largest producer. In 1935, the total acreage had risen to about 5½ million acres, of which nearly two million acres was grown in Illinois as compared with 169,000 acres in 1922. While the yield per acre averages about 15 bushels under favorable conditions, many localities produce 25 bushels per acre, and much larger yields than this are occasionally reported. The farm price of soy beans varies considerably. It has been as low as 60 cents and as high as $2.00 per bushel. The 1932 and 1933 crop sold for around 72 cents a bushel.

The 1935 crop sold around 75 cents a bushel.

Industrial Uses of Soy Beans

Marked progress has been made in developing industrial uses for the soy bean during the past few years. By 1934, 20,907,000 pounds of soy bean oil went into food products and industrial uses, and this figure was more than quadrupled in 1935.

As far back as 1931 a list of something like 100 soy bean products which were actually being placed on the market in the United States and Canada was compiled from letters received by the Department of Agronomy of the College of Agriculture, University of Illinois, from more than a hundred manufacturing concerns of soy beans and soy bean products. This list is even longer now. Today, the soy bean crop is being used for "everything from hay to hairpins."

Soy Bean Oil in Paints and Varnishes

In 1930, Illinois, as the leading soy bean producing state, launched a program for promoting the wider industrial use of soy bean products. The chief interest was in the oil and its adaptability for use as a vehicle for paints and varnishes.

The first of the studies was begun in August, 1930, at the Illinois State Experiment Station. Paints were used with varying amounts of soy bean oil up to 50 per cent of the vehicle. Direct comparisons were made with standard linseed oil paints. After exposing the paints for five years, Dr. W. L. Burlison, who has been responsible for the planning and progress of the work, reports that the Station is well satisfied with the showing of the soy bean formulas.

From the exposure and other tests which have been made, Dr. Burlison is convinced that soy bean oil has a permanent place in the manufacture of paint. "We," he says, "believe the results on the panels support the findings of other workers that 30 per cent and more of the oil used in the paint can be made up of soy bean oil when properly treated and where driers suited to this kind of oil are used."

This conviction is supported by results that are being obtained in the field. Many farm buildings in Illinois have been painted with soy bean oil paint which is giving satisfaction when properly handled and applied.

Of prime importance in this new development is the fact that soy bean oil paint has the backing of farmers. They are loyal to, and enthusiastic about, this newer phase of the paint industry; and paint manufacturers may expect support from soy bean producers so long as this product is properly prepared and used. It is significant that in 1934 about 10,450,000 pounds of soy bean oil were used in the manufacture of paint in the United States. This is striking evidence of the growing confidence in the practicability of its use by manufacturers.

A number of organizations and paint manufacturers are interested in soy bean oil for paint purposes and are doing much to promote its use.

Soy Bean Plastics

After the 400 pounds of oil are extracted from a ton of beans, either by the expeller method or by the more efficient solvent process, 1,600 pounds of meal remain which contain about 45 per cent of protein—a protein quite similar to the protein of milk. This is proving to be an excellent raw material for the important and young plastic industry. The production of molding plastics from soy bean meal is based on the ability of protein to react with formaldehyde to produce a thermoplastic resin. Production of the finer type of resins involves the separation of protein from the soluble carbohydrates. Some phases of this separation remain to be worked out before resins of this type can be put to commercial use. Other types of resins have been produced by the simultaneous condension of the proteins and phenol or urea with formaldehyde in the

presence of cellulose and carbohydrates. During the past year one of the larger automobile manufacturers has used considerable quantities of resins of this type in the molding of many small parts such as buttons, light switches, ignition, distributor cases and window frames. These products show strength, moisture resistance and dielectric properties comparable to the phenol-formaldehyde resins they are displacing. At the present time a huge plastic plant operating several hundred large presses is being installed in which a great variety of larger parts will be produced. These parts are better and cheaper than parts made from pressed steel. They require no painting or finishing and, when in place, are decidedly superior in quality.

Soy Bean Oil in the Foundry

Whenever a hollow casting of metal is made, a core is used to form the hollow space in the casting. This core must have considerable strength to withstand rough handling and to support the weight of the molten metal. At the same time it must be of such a nature that the hot metal will burn away the binder of the core and the core material will pulverize when the casting is cold so that the pulverized core material may be removed through some small hole in the casting.

Cores are usually made of a mixture of sand and drying oil which is formed into the desired shape and baked to give maximum strength. Resin, kerosene and water are frequently used in addition.

Soy bean oil meets all of the requirements for an excellent core oil and is now extensively used in a number of the largest foundries for the following reasons:

1. In strength, soy bean oil cores are practically equal to linseed oil cores.

2. Soy bean oil cores do not rapidly lose their strength when overbaked or when baked at too high temperatures, and thus soy bean oil is especially useful in smaller shops where temperature and baking times are not automatically controlled.

3. Soy bean oil cores indicate when they are properly baked by developing a nut brown color.

4. Soy bean oil has excellent wetting properties and can be mixed with sand without the addition of kerosene or water to aid its distribution.

5. Soy bean oil cores do not give off excessive quantities of gas when in contact with hot metal. The permeability or porosity of the core is excellent to permit the escape of any gas formed.

6. The soy bean oil core has moisture resisting properties, and maintains its strength when in contact with damp sand fully equally with linseed oil.

7. The soy bean oil core lifts freely from the core box and has a smooth surface.

8. Soy bean oil does not air dry rapidly. Oil sand mixtures may be held over-night without caking or other injury.

A unique use for soy bean oil in the foundry is in rust-proofing castings. After the castings are cleaned they are dipped in a tank of soy bean oil and allowed to drain and dry. The soy bean oil forms a thin film over the casting and fills the outside pores. The castings so treated remain clean and bright even after outside storage for several weeks. Foundries using this method find that for practically no cost they can produce clean, bright castings which the machinists like to handle.

The success already atained by soy bean oil in foundry core oils either as the base or in mixtures with linseed and other oils indicates a much wider use of this oil in foundry practice in the near future.

Soy Beans as Raw Materials for the Chemical Industries

While the protein content of wheat is about 12 per cent, and of corn not more than 10 per cent, the average protein content of soy beans is 40 per cent. This figure is far higher than the protein content of any other important food and places soy beans in a class by themselves if we are considering its value for human or animal

feeding. But these soy bean proteins have other uses than as muscle building foods. Reference has already been made to the important role soy bean meal can and will play in the plastic industry, a role dependent almost entirely upon the ability of the soy bean proteins to combine chemically with other plastic forming materials. It is probable that these proteins, extracted or separated from the meal in relatively pure form, will find many uses in the chemical and semi-chemical industries. Plants are already in operation in which the protein separated by appropriate methods is produced in quantity for many industrial uses such as the coating and sizing of paper and paper stock and for the manufacture of glues and adhesives. Rapid progress is being made in the development of new types of adhesives which are superior in many ways to those made from starches, gums and dextrins. It is reported, for example, that the gum used as adhesive on postage stamps, which has heretofore been made almost entirely from imported starch, can be and is now being made from soy bean proteins. When we consider the fact that 40 per cent of the weight of the thirty million bushels of soy beans which were harvested this year, or 840,000,000 pounds, is in the form of protein or, as it is frequently called, casein, because of its close resemblance to milk casein, the possibilities in the industrial utilization of this enormous tonnage of a very valuable basic material at once become apparent.

It is this protein content of soy beans which gives their characteristic taste and odor to soy bean sauce and to other preparations which have been made and used in the Orient for centuries. Large quantities of these sauces have been imported in years past to be used either in their original form in cookery and as a condiment or as a basis in the manufacture of a great variety of condimental sauces. Soy bean proteins are now converted into sauces by some of our more progressive manufacturers and are sold in tank car lots. The possibilities of using the casein-like product of soy beans which can be produced directly from the beans, instead of milk casein resulting from the metabolic processes of the cow, are very great. When chemists and industrialists study the physical and chemical qualities of soy bean proteins as thoroughly as they have studied the values inherent to coal tar, we may well find that a score of new industries have been built out of the chemical components of this new crop.

Artificial Wool from Soy Beans May Come

Considerable interest has recently been shown in the production of artificial wool from milk casein. The processes developed in Italy are in practical operation. There seems to be no good reason why the protein of soy beans, which is very similar in composition to the casein of milk, cannot be prepared and used for the manufacture of an artificial wool. Such a process will short-circuit the production of wool by sheep. Indeed, it may be that the chemist and the industrialist will find that the wool made directly from the soy bean in the chemical plants will be cheaper and better than the wool made in nature's laboratory in the form of a fleece grown on the back of a sheep.

Lecithin in Soy Beans

It is interesting to note that lecithin, which has until recently been prepared from eggs, is present in considerable quantity in soy beans. During the last decade mills have been successfully operated in Germany and Denmark for the commercial extraction of lecithin from soy beans. Recently two mills have been built in this country which supply the present day demand from the margarine industry which uses lecithin to stabilize the fat and make a more perfect emulsion, by the confectionery trade in the making of better coatings and icings, and by numerous other industries which find that lecithin imparts improved qualities to the product.

(*Continued on page* 93)

A Background for Curriculum Making

By IVOL SPAFFORD

Assistant Professor of Euthenics, University of Minnesota

EACH school system and each small group within it brings its unique problems to the teaching situation. If home economics is to make its richest contribution to education, a special curriculum should not only be set up for each group but it should provide for further modification in line with the needs and interests of the individual pupils as well. State and city courses of study are being planned increasingly with such special adaptations in mind. In actual practice, however, changes are frequently decidedly limited. There are several reasons for this. The teacher may not see the making of a special curriculum as important, she may not know how to go about making changes, or, recognizing this general curriculum as so much better than one she might prepare, she decides to leave well enough alone.

Education is conceived here as being directed primarily toward the orientation of the individual, the integration of conflicting beliefs, and behavior, and the reconstruction of standards and values as changing conditions call for it keeping in the foreground both the developing of personality through individual interests and the understanding and sharing of group purposes to the end that both individual and group welfare may be improved and enriched. In practice the teacher and the pupils must decide upon the meaning of orientation for boys and girls of that community at that time. Adolescence brings its own special needs and interests. Just growing up today makes certain demands on youth if life is to be satisfying. For any group it will include such abilities as selecting food in relation to health needs, getting along with other people, and carrying one's share of the work of the home. In addition each community makes special demands. The women may do most of their own work meeting family needs on a very modest income. Home economics instruction may be no more needed here than in a community where there is little concern as to the cost of things, but orientation will mean something quite different for each group.

The teacher and the pupils should also find out the conflicts which exist in their own beliefs and practices, in those of their families, and the community at large. Are there conflicting points of view between parents and children in regard to basic values within the home, parent-child relationships, the according of independence to children growing up? Are the pupils studying science and refusing to accept its findings? Are the parents following superstitions in planting the garden? Do they believe that all the family must have tuberculosis because one member has had it? Do they expect favors for their families, their community, they are unwilling for others to have?

The situation should also be studied to find out the conditions which point to the need for new values, to the unsuitableness of standards previously accepted. Has the family with a decreased income adjusted happily to a new standard of living? Can measures of success other than money, business or professional connections, and social position be accepted? What shall be the criteria for determining the type of home

life to be considered satisfactory, the recreation to be provided, the standard of living to be maintained? What is the attitude of the community toward the unemployed, toward reducing expenses of government? What public services are rated highest? Studying the local situation from this point of view should result in the selection of home economics materials for their value in solving personal and social problems and not because any particular subject matter is worth while for everyone.

Formal studies will not be sufficient to give the picture desired. The teacher and the pupils are interested not in a composite study which tells in general what the situation is but rather in a detailed picture of conditions as they relate to them both as a group and as individuals. The curriculum for a particular group should deal with the needs and interests of its members and these are not likely to stand out in any general study.

Up to this point suggestions for securing a background for curriculum planning have centered in securing information about existing conditions. The teacher needs other data. Education is concerned with improving and enriching the living of each group. This necessitates the setting of standards against which to measure personal living and home and family life. This does not mean teaching directed to the attaining of specific patterns. A family may have little wholesome recreation, however, because the parents do not believe in wasting time "doing nothing." Children may be undernourished because the mothers do not know the nutritive value of foods. Houses may be unpainted, yards barren, furnishings unattractive because it has not occurred to anyone that they could be otherwise. Such conferences as the White House Conference on Child Health and Protection and on Housing have set social standards for desirable living conditions which should be most helpful in making teaching plans. By comparing such standards with those in operation in a community, problems needing attention with a given group should be easily recognized. Many contributions, which will improve directly or indirectly home life and homemaking, are being made by other groups and fields and these should not be overlooked.

The teacher needs to know the characteristics of adolescence. She needs in addition to understand the needs and interests of the individual members of the group. She should be constantly alert to opportunities for developing personality through following these individual interests and needs or through adjusting to the level of achievement or capacity of the different members of the group. She should also be alert to opportunities for increasing social interest and responsibility through understanding and sharing in the activities of others in the class, the family, and the local and larger community.

One girl sews not at all, another very well. There may be no special reason for thinking that the first girl needs to learn to sew. She and the teacher may agree to her learning to care for her clothes well, to mend, to make simple alterations, to judge when garments are well made, and to learn how to secure good workmanship in buying ready-made garments or in having sewing done by dressmakers. The second girl wishing to know more about sewing may learn more difficult techniques, acquire more skill in fitting, and secure information about buying fabrics. A third girl with limited resources does not like to sew either. She selects for study much the same things as the first girl but later, realizing that she may increase her financial resources by acquiring ability to sew, sets that as one of her goals.

A teacher may well believe that all girls will need to know nutritive values of food to plan wholesome, satisfying meals, to select food in public eating places, to buy food, and to serve it attractively. The teaching details even here will vary with different groups. The mothers of a particular group may do very little cooking

and the home set-up may be such that they do not need to do it. It may be decided that all the class will do enough cooking to understand cookery principles, to learn how to read recipes, to follow directions for combining and cooking, to judge finished products, and to have good standards both for working and the prepared food. The developing of skills for most of them may be left to practice outside the classroom as interest and occasion demand. Some of these girls, however, may have a special interest in learning to cook and should be given a chance to go a considerable distance in developing skill in food preparation.

Emphasis on cookery processes will be quite different for a group where the families prepare all their own food. Even here the specific instruction should vary with the standards within the home. Girls having excellent standards may need to study largely the scientific and technical aspects of food preparation and learn better management practices. Another group may need these things and need, in addition, special emphasis on a higher standard both in practices and products. The home economics curriculum has been planned too often with the idea that every girl should make a tailored dress or bake a chocolate cake, refinish a chair or draw a house plan because one girl needs or wants to do it. The needs and interests, level of achievement and capacity will vary from group to group and individual to individual. Home economics that is broad and rich in its contribution to education must be planned with these differences between groups and individuals constantly in mind.

This same range in needs and interests is to be found in every phase of home economics and represents one large body of information needed as a background in curriculum making. It may be secured in part by activity studies enriched and vitalized for a particular individual or class through informal personal and group conferences. The material finally selected should, however, reach beyond these individual needs and interests, important as they are. Curriculum planning should keep in mind also the deep and abiding needs of youth today and the large problems of social living. The securing of this entire background should be a joint activity of the teacher and the pupils built up through information secured from many sources. The bare outline only needs to be set up at the beginning to be added to as work progresses. Both teacher and pupils should feel that first plans are tentative, to be changed as new interests or needs are discovered.

The teacher should also get acquainted with the teaching resources of that particular situation. Although frequently more extensive than many teachers realize, they do determine to a great degree the activities selected for teaching purposes. Certain parents may take a great deal of responsibility in teaching their children. They may not always know what the children need or the best way of teaching it but such parents will be real assets in extending the possibilities of what may be done at school. In such a situation, formal instruction in food preparation may end with an understanding of basic techniques and the setting of standards, leaving the perfecting of skills entirely to home practice. Parents with this point of view may see the need for girls learning to buy for the home and be willing to turn an increasing amount of such responsibility over to them to be carried out under teacher and mother guidance.

In order to make the best use of the educational opportunities many leads will need to be followed up. Information should be secured concerning business enterprises of special interest—canning factories, textile mills, bakeries, department and grocery stores, greenhouses, dairies, and markets—and professional and social groups interested in attaining some of the same purposes as home economics. The concern of the dental association in oral hygiene, the business men's club in wholesome recreation,

the parent-teacher association in the health of the pre-school child are assets to be capitalized. The emphasis given to personal hygiene in health instruction, to everyday living in science, to local provisions for community welfare in social studies provides in some instances opportunities for cooperation, in others knowledge on which home economics may build, and in still others lessens the need for emphasis in certain areas of home economics.

Facilities for formal teaching of home economics also have their bearing on the curriculum. If food and clothing laboratories only are provided, the teacher must plan differently than if she has at her command a well furnished living area. In either situation she may find ways of meeting the group needs, but the particular activities selected for the purpose must differ.

If personal interests and needs are really to be met in ways both personally and socially desirable, home economics must be seen in its broadest terms. The offerings available for meeting a wide range of educational needs should be fully appreciated. Home economics is not a narrow field. It began largely as the teaching of skills and techniques in cooking, sewing, and care of the house. These areas have broadened to include a wide range of problems. Of greater importance, however, is the changing conception of home economics as a field of experience dealing with immediate problems of personal living, home and family life. The well-rounded course today is concerned with social relationships, management, and child development, as well as food, clothing, and shelter. The art, science, health, economic, and social aspects of personal and home life are stressed throughout. The developing of ideals, the discovery of interests and needs, the living with other people in personally satisfying and socially desirable ways, the utilizing of personal and family resources to attain the goals set up as desirable are being given major emphasis in forward-looking home economics programs.

The teacher faces real danger here. She may slip back into common practice because it is common practice. Overlooking her desire to meet individual needs and interests, the teacher may decide that every girl should make undergarments or dresses because that has always been a part of the curriculum. On the other hand, she may see values in certain teaching situations, which, as they are presented, are not there. Because the food purchases made at school are discussed with the class, the teacher may overestimate the learning about buying which the group is getting. A brief discussion of housing as it relates to many underprivileged city dwellers, tenant farmers, and itinerant pickers may seem to the teacher to have great significance because of her own background of experience while having little meaning to the class to which presented.

Food and clothing studies have been and still are the most emphasized phases of home economics teaching at the secondary level in spite of all the phases which have been added. In food study, food preparation, except in the few non-laboratory classes, still is given the most time. All aspects of the food problem—nutrition, preparation, buying, storage, serving, sources, racial and sectional preferences—should be weighed and an attempt made to determine relative importance for a particular group before the final curriculum is set up. Each different phase of home economics must also be weighed in relation to others.

It has been common practice in studying problems of food, clothing, and housing, to consider them not only out of their large social setting but out of relationship to the personal and family situation as well. In family economics the proportionate amount to be spent for food, clothing, housing, and other personal and home needs is discussed but this interrelationship is frequently overlooked when the particular area is studied

as a separate unit. Actual life situations are a composite of problems from many areas. Having a more adequate diet or following a hobby may be dependent upon the individual saving money by making her own clothes. The best incentive for trying to practice good management in food preparation or care of the house may be to secure more time for recreation or for being with the children. Emphasis may need to be given to food preparation, to nutritive values, or to marketing with a given group at a certain time. At no time, however, should the teacher lose sight of the entire food problem or the larger life problems into which this instruction should fit and which should determine the weighting given to it in a particular teaching situation.

The field of testing represents another source of data which the home economics teacher needs before planning the curriculum. Pre-testing to show where learning should begin and testing to show the direction and amount of growth are essential if individual needs and interests are to have primary attention. The girl, who has considerable knowledge about food principles and makes poor choices in selecting food because she does not consider it important, needs different learning opportunities from the girl who has not yet attained the basic learning necessary to select food. The girl, who has had a great deal of home experience, presents a different problem from the one who has done no home work. There are many sources of information in regard to previous learning and there are many ways of measuring progress. Tests, formal and informal, must be recognized in each instance for what they really do test. Each good teaching situation has in it the elements of a testing situation and the teacher and the pupils should be on the alert to use it for this purpose.

These suggestions for study followed through will give the teacher a broad, rich background for curriculum making. Some of the data should be secured early. Much will be added as work goes on. From it more specific teaching plans will be made. The tentative plans should represent much more than a group can carry out. This will necessitate the constant evaluation of needed learning and the utilizing of all possible agencies rather than the following of a set course of study prepared once for all. Details of the curriculum and of its teaching units should be planned as work progresses, keeping in mind always the large purpose of education, the social philosophy accepted, the needs and interests of the group collectively and individually, and the resources both within the field of home economics and within that particular teaching situation.

Handwork in Industrial Arts

(*Continued from page 72*)

vancing concepts that suggest to them that it is unnecessary to perfect themselves in craftsmanship, and that information transcends all else. Moreover, there need not be taskmastering to get results from young learners. Nor should it be said to them that they need not be concerned about craftsmanship; they need only know how. A working knowledge of the laws of learning would be helpful in controlling the situation. Keep an ideal which is worth striving toward before the learners. If there must be a lessening of requirements, let it be in the mind of the teacher only. Individual differences do not say, "Stop trying." They say, "Adjust your instruction and requirements to individuals because learners do not react and develop all in the same way."

Business Management for the Small Business Proprietor

EMILY HAND

Madison Vocational School, Madison, Wisconsin

A COURSE in Business Management has been offered for five years in the Madison Vocational School to prepare for the management and operations of businesses such as journeymen can aspire to own or manage.

Successful conduct of such a course does not require a textbook, as the class has been satisfactorily conducted informally using conference and project methods. The information required is collected by the students and presented to the class, after which discussions bring out the application of it to the experiences and problems of each student in the class. The teacher has been only a guide and conference leader, giving only enough information to lead the students into intelligent interpretation and application of the practices presented.

Each student chooses the kind of business in which he is particularly interested—usually the kind he hopes to open at some time in the future, certainly the one in which he is likely to work as an apprentice and journeyman before he embarks as a foreman, manager or eventual owner. The discussion about business practices may be general, but each student will apply the information to the business he has chosen.

The class procedure develops from a question such as this: If you were planning to open a small business of some kind, what would be your first big problem? The answer is usually: How am I going to finance the undertaking? Such a question leads to a discussion of fixed and working capital and the amount of each necessary for starting and conducting the business of the kind in which the pupil is interested. The following questions necessarily will be considered next:

1. Is it better to buy property or to rent?
2. Will there be remodeling to do?
3. What will the equipment cost?
4. What will be the cost of the original stock of goods, supplies, etc.?
5. What will be the probable monthly overhead?
6. How will the volume of business, turnover, and seasonal nature of business affect amount of working capital necessary?

After these and similar problems have been considered, the question of deciding where the money may be obtained arises. Perhaps a bank will lend some of the money needed, but probably some other way of financing at a higher rate of interest may be necessary. In any event, interest and security for the loan presents another problem for discussion.

Assuming that a bank agrees to make the loan, usually that will be the bank with which the young worker has done all his banking business. This leads to a discussion of banking procedure and bank credit requirements. A checking account will have to be opened. Not all the students have had such an account so a discussion of the details involved is necessary. The following questions are among those discussed:

1. How to fill out a check properly?
2. Why is it necessary to fill out check stubs?
3. How to fill out a deposit slip?
4. How to fill out a signature card?
5. What is the purpose of a bank statement; and what information it contains?

During the discussion of banking and credit, the question of giving credit to customers naturally arises. This topic involves a discussion of whether or not a business should be run on a cash or charge basis and the necessity of establishing banking and commercial credit if one is to be in business, also of giving credit to customers. This involves a discussion about local and national credit agencies, how they are conducted and the service they render.

Another series of problems has to do with location. The choice of a location for each kind of business depends upon many things which have to be considered. Each student chooses a specific location for his particular kind of business and gives his reasons for choosing it. The questions considered usually include such as:

1. Do I want a corner location?
2. Do neighbors need to be considered?
3. Shall I locate in a business or in a residential district?
4. If I am opening a business or store, should there be other stores or businesses nearby?
5. Shall I pick a location where I can cater to a certain class?
6. Will I need artificial light in the daytime?
7. Must I pay high rent or can I get a cheap location and do a satisfactory business?
8. Is there room for expansion?

Another popular question concerns advertising. The methods for advertising a small business, regardless of kind, are numerous, and after many of them have been discussed each student can decide upon certain ways that will be best for his particular business. Newspaper advertising is usually used the most; so much time is spent on information obtained from local newspaper advertising departments. The prices for different spaces are discussed and also the different kinds of ads—classified, classified display, etc. Many students favor handbills, telephone, and by-word-of-mouth advertising because these are cheaper and so help to keep down the ever-present burden of overhead expense.

Insurance is another subject soon brought into the discussion. This is usually discussed as protection to the family and also the business enterprise. Of course life insurance is not a necessity, but it is popular, nevertheless. What insurance is necessary? Certainly general liability, fire, and compensation insurance, if enough help is employed to compel a proprietor to take it. Should the business carry theft insurance? If not, why not? All kinds of insurance that could be taken are discussed and all eliminated except those absolutely necessary to the individual beginning business with barely enough capital to get started.

The question of overhead is constantly discussed, for it is one of the big problems always before the business manager. The discussion of general business problems builds the items of overhead. Rent must be paid each month, so after a location has been chosen the exact amount of rent can be estimated. Salaries are not assumed to be a big item in a small business because one assistant, or surely no more than two, should be all the help that is needed at the start. Most students realize that it is better to begin on a small scale and expand later. Insurance rates can be obtained and the yearly cost distributed and included in the monthly overhead. Light, gas, water, telephone, fuel, may vary but can be estimated. And so the overhead builds itself, varying of course for different types of business.

Similarly all the common problems in opening and managing a business are discussed such as use of communication, transportation, and travel and other business services. Necessarily such a course will require the consideration of problems such as: Fitting up the place selected; equipping it with furniture and fixtures, tools, lights, supplies, stock, and the like; employing helpers and assistants including selection, supervision, training, and management; estimation of probable income, costs, and

operating margin; legal requirements in the business—inspections, licenses, permits, social promotion through membership in business and social organizations.

When a class in Business Management consists of boys and girls, each one interested in a particular type of business, the possibilities for an interesting educationally valuable class are ideal. For example: Suppose the question of remodeling a building or store space comes up. The boy who has done carpentry aids the others in deciding what has to be done to the places they have selected and how much it will cost each, so also the electrician, plumber, and painter and other tradesmen. Often another student is errand boy for a local newspaper and so gets all the information needed on advertising. Still another student may have a father or relative in the real estate business, and so he gets reliable information about probable rents for the different locations selected by the students. And so during a semester the information needed is accumulated until by the end of the course each student has the information needed for his plans for his own kind of business based upon the reports and discussions in the class. This plan is written out in detail and handed in at the end of the term for a final grade.

Each student in the class has a folder in a filing case and, as the discussion of a particular subject is finished, each writes up what points can be applied to his own plan and then places his write-up in his folder. Thus the final plan is built up step by step as the term passes.

Toward the end of the semester, when the projects are nearing completion, class discussions are directed so as to bring before the class a few things I feel are valuable to the prospective business man or woman. First of all, personal qualities in business and social responsibilities of business. What should be the purpose of the business? How should customers be treated? Is the customer always right or does it depend on the circumstances involved? Should employees have uniforms, standardized outfits of tools and parts? What is personality? What part does a pleasing personality play in contributing to the success of a business? How can one learn to win the liking of his associates, especially of his coworkers, superiors, and customers? Is being well liked important?

How much bookkeeping and record keeping will be required in the management of the business? If the business is operated on a cash basis, all that may be necessary may be a record of cash received and cash paid out and perhaps the filing of invoices and correspondence. However, all the financial data necessary for making out State and Federal income tax reports must be available. If the business is on a credit basis, it is necessary to keep accounts with each customer to whom credit is given. Only the barest fundamentals of bookkeeping are discussed. If more detailed information is needed, it can be obtained in the regular bookkeeping class.

I have tried to give in this article enough information to help anyone who is interested in organizing a practical course in Business Management for the boys and girls with occupational experience such as are found in a vocational school. I have by no means said all there is to say. That would be impossible, as so much develops during the class discussions that cannot be mentioned here. The success of the class depends largely upon the kind of students in it and whether or not they are willing to add to the discussion. If the discussions start with problems with which the students are familiar, then the interest necessary for a general discussion of more advanced problems can be aroused and the class carried into a larger understanding of the management problems in the business or occupation with which they are familiar or in which they want to be engaged.

He is the kind of motorist who thinks a locomotive whistles at crossings just to keep up its courage.

Supervised Farm Practice*

B. C. DAVIS

President of Texas Agricultural Teachers Association, Beeville, Texas

THE finest definition of our job that I have seen was in a Federal Board Bulletin. It reads: "The primary aim of vocational education in agriculture is: To train present and prospective farmers for proficiency in farming."

More and more I am convinced that the heart of vocational agricultural training is the supervised farm practice work. Supervised farm practice is the subject upon which I have been asked to address you briefly, and from my standpoint a happier choice could not have been made. I think it would be difficult to lay too much stress on the importance of supervised farm practice.

Our aim, as stated so clearly in the definition quoted a moment ago, is "proficiency in farming." And real proficiency can be attained only through actual practice. For years the city man who has moved to the country and become a "book farmer" has been a standard joke. On the other hand, a certain solid worth is attached to the man who is a "dirt farmer." His value is greatly enhanced if he is a scientific farmer as well as a dirt farmer, but he is measured by his observant and discerning neighbors according to his ability as a dirt farmer. In other words, he is measured by the practical results he obtains, rather than by the number of hours he has studied farming.

A civil engineer might have studied for years how to design and build bridges and dams and tunnels. But he would not be worth much as an engineer until he had acquired practical experience—until, in fact, he had built a few bridges, dams and tunnels himself. And before he is worthy of being placed in charge of design and construction, he must have proved his worth. He is judged solely on results. Nothing counts but results. He stands or falls by the way he handles his job; he succeeds or fails by what he actually accomplishes, not by how much he knows. And before he can be trusted in charge of a job, he must have served a satisfactory apprenticeship under a competent chief; he must have gained his groundwork of practical experience under expert supervision.

I have the highest regard for theory. Proven theory is the reason for improved practice, and only fools disregard sound theory. But, while I do not minimize theory in the slightest degree, I do plead the extreme importance of supervised farm practice.

Why, supervised farm practice—the projects undertaken by vocational agricultural students—is the one thing which makes that training functional. Without the actual practice the course becomes almost pointless. It becomes purely academic. The boys must have a laboratory in which to demonstrate the truth of the theory they have learned; because, after all, the best way to learn to do a thing is to do it—under expert supervision.

This program of supervised farm practice vitalizes classroom work. It motivates a boy's study, by giving him a reason for study. His work in the classroom ceases to be a dry, boresome task. It becomes an interested search for the whys and wherefores of the problems he encounters, in the conduct of his own projects and those of his friends. His theory, coupled with his farm practice work, forms an unbeatable

*Editor's Note.—Address at A.V.A. Convention, December 7, 1935, before the Sub-Section of Agricultural Teachers. It singles out and stresses the feature of agricultural education which makes it really vocational.—R. W. S.

combination in developing proficiency in farming.

There are other important angles to be considered. The actual practice, wherein the boy sees the things he has learned become realities, stimulates, encourages, and develops his enthusiasm. Is an enthusiastic student worth more to himself than one who is not? Does that question need an answer? And whereas a textbook is merely a textbook, a tangible, living project, whose success or failure is solely up to the boy himself, will develop a sense of responsibility as nothing else will. We are doing our best to equip our boys to cope with life; and life, as we have learned, is one long responsibility.

Another thing. This training creates and develops a new and different viewpoint, a healthily critical attitude toward present conditions wherever the boy may find them. This does not mean that he becomes a carping critic. But it does mean that he looks at things with the eyes of knowledge and is enabled to see and to separate the good from the bad. When he sees bad practice, he seeks the remedy; and thus his feet are placed on the road of creative thinking along original lines, and he is acquiring the background of knowledge and analytical skill to judge past results and future plans.

You know, we are engaged in teaching *vocational* agriculture. That word "vocational" is part of our official designation. It means something, or it would not be there.

I believe, in short, that vocational agriculture is not intended to be a theoretical academic course. It is intended to be applied science. And applied science must be practical to be successful, because if it is not practical it cannot be applied. The science of agriculture can be applied only on a farm. This being true, the only successful manner of teaching the applied science of vocational agriculture is to include and stress the practical, actual application—which is, and can only be, supervised farm practice.

I firmly believe the value of the various projects increases almost in geometric progression with the length of time expended on them. When I am asked the length of the vocational course I always reply that it is sixty years. Three or four years in school—plus the rest of your life. There is no abrupt transition from school to farm, if the principle of supervised farm practice has been applied properly. The boy is started on his life's work from the time of his first class. His classroom and project work are merged with the continuation of his work when he leaves school. If a boy's main interest happens to be beef or dairy cattle, there is no reason at all why he cannot undertake this as a project in his first year, continue it with increasing success until he finishes the course, and continue to pursue this line of endeavor thereafter as long as he cares to. By undertaking a long-term project he has, in this case, virtually set himself up in business during his first year in vocational agriculture.

Then, too, if he had limited this project to one year he would have lost perhaps most of its value. His experience the first year would be of infinite value to him the second, and if he carried it on as a full long-term project he himself would be benefited immensely. Livestock breeding, and crop improvement with all of its corollaries of seed selection, methods of rotation, terracing, cultivation, etc., are projects which cannot be completed in one year. Being vital, they should and must receive the consideration due them. With this broad scope many—in fact, most—of all related factors can be brought into focus. The result is a balanced program of theory and practice which is carried to successful ultimate conclusion. It provides a place for all of the activities related to the project. These are called supplementary practice; and although some of the factors may seem of minor importance, as separate units they combine with the main project to form a perfect and complete whole.

The world may place a dollar value on success. And because boys are human and money is nice to have, it follows that interest is enhanced by projects which are great successes financially.

But the dollar profit distinctly is not the sole gauge of a project. It is only one gauge or measure. Too many factors, such as drought or a break in the market, can wipe out profits; and the boy whose project was thereby damaged must not be blamed. The only fair measure of successful training is this: How much did the boy learn from his project? Despite all handicaps and factors totally out of his control, how good a job did he do? How intelligently did he apply his knowledge and skill? How hard did he work?

I say to you, that the boy who worked his heart out, who fought against heavy odds, who displayed brains and gameness and grit, only to lose out at the last because of some calamity, and who, therefore, was unable to show a profit and maybe shouldered a loss—I say that that boy is an infinitely better man than a boy who slouched through his project, but who, because of a sudden rise of the market, pocketed a neat profit. Can there be any question as to which project was of the most educational benefit? Can you judge projects solely by their dollar profit? I am interested in developing men, as well as farmers.

Now, of course, success is the objective of all projects, regardless of whether it is dollar success or some other kind of success. And because our boys are not all experts when they begin, mistakes will of course be made.

That is where we vocational men again step in. It distinctly is part of our job to watch each project so that mistakes may be corrected as soon as discovered. We try to avoid mistakes in the first place, but that cannot always be done. We can strive to avoid as much lost effort as possible.

I think instructors can show their real value in the type of supervision they give. Men who might do well in the classroom might not do so well in the field. And yet it is in the field that the classroom training is put to the test. It is quite possible the field is the test of some of us, too.

Good supervision is essential. Failure would be the only result if we expected our boys to attempt to use, without guidance, the things they studied in the classroom. And yet this is what poor supervision amounts to. Just as the junior engineer serving under a competent chief, our boys, in the conduct of their projects, are laying the groundwork of practical experience in their life work. They *must* have the finest kind of supervision, and if we fail to give it to them, we have failed in the whole undertaking. And the right sort of effort will maintain such high interest that the possible feature of drudgery will never occur to the boys.

There is another aspect of farm practice, and that is community service. Quite naturally, successful projects based upon improved practice are noticed by the community. Here and there they will be emulated, each success breeding further and extended success until the standard of farming in that community has been raised to a marked degree. All of this is so familiar that it needs no further exposition.

On the other hand, the projects should be geared to meet local conditions. Harmonious success is the goal. This will mean that the supervised farm practice program will be not only based upon the need and ability of the individual student but also adjusted to the community in which he lives. There will be close coordination between class work and farm practice, between theory and experience. And the program will be instituted upon the basis of long-time projects to the end that the most efficient use will be made of the time and effort of each boy. If we have done our job the way it should be done, we have done our part in giving this nation a competent farmer and a good citizen. With our help, he has learned to do by doing.

Industrial Arts in the Junior High School

JOSEPH M. SPEER

Director, Industrial Education, Pittsburgh, Pa.

I SHOULD like to submit for discussion today the consideration of some of the problems which confront the Director in the face of the conditions which have grown out of the necessity for observing the strictest economy in school expenditures and which has resulted in a considerable increase in the size of industrial arts classes. Such increases have been made in some instances at least without providing the necessary increase in floor space and equipment to enable the teacher to carry on his work effectively. It is my purpose, therefore, to put before you certain efforts which we have been making in Pittsburgh to meet these conditions which are, to say the least, disturbing from the point of view of the industrial arts workers of five or ten years ago.

In establishing junior high schools we have tried to keep in mind the main objectives of industrial arts and have placed in the hands of each principal of a secondary school a plan to aid him in organizing his school when considering his shop facilities.

Where junior high schools are not fully equipped with unit shops for industrial arts education, an attempt has been made to meet the exploratory purposes of junior high school work. With this objective in mind, the following plans should be closely observed:

1. Where wood shop, general metal shop and drawing room are provided, the pupils should be assigned as follows:

Grade 7—2 periods per week in wood shop, 1 period per week in mechanical drawing.

Grade 8—2 periods per week in general metal, 1 period per week in mechanical drawing.

The classes in the general metal shop should be divided into groups so that each pupil has an opportunity to work at each activity in the general metal shop. The general metal shops, as a rule, have equipment for elementary machine shop practice (bench work and machine operation), elementary electric work, and elementary sheet metal work.

2. Where there are four unit shops such as a wood shop, an electric shop, a general metal shop and drawing room, the classes should be assigned for two periods per week as follows:

7B—wood shop.
8B—general metal shop.
7A—electric shop.
8A—general metal shop.

All pupils in grades 7 and 8 should have one period per week in mechanical drawing.

3. Where there are five unit shops such as wood shop, electric shop, general metal, print shop, and mechanical drawing room, the classes should be assigned as follows:

7B—wood shop.
8B—printing shop.
7A—electric shop.
8A—general metal shop.

All pupils in grades 7 and 8 should have one period per week in mechanical drawing. Pupils in printing classes should have art work instead of mechanical drawing.

The first few days of a new entrant in the shop are devoted to learning the names

and uses of the more commonly used tools. He is then given a simple problem with definite instruction as to how to proceed. With these new experiences for the boy, and a sympathetic teacher, he will soon find out that it is necessary to control the obstreperous tool if he expects to accomplish what he has set out to do. Now is the time for the teacher to fix good habits, emphasizing proper tool manipulation so as to avoid the necessity of breaking up bad practices later on. Beginning pupils should be given tools to work with that are in proper condition. Much poor work and many disappointed pupils could be avoided by furnishing properly conditioned tools. The conditioning of hand tools should be the work of more advanced pupils and not beginning pupils.

With increased size of classes, in order to provide a place for each pupil in the wood shops without any building changes, we have in at least three of our secondary schools doubled the pupil capacity in our wood shops by making all the bench tops flat and adding a vise on the opposite diagonal corner. This was done by removing the tool well, taking the glued-up tops of half the benches, and then having new glued-up tops made in the trade schools for the rest of the benches. All of the woodworking vises needed for these changes were cast at the C. B. Connelley Trade School.

Due to the large number of vises required, the machining of them was distributed to the machine shops of the trade schools and the senior high schools. This was a real practical problem for our school shops. It not only saved a considerable expenditure of funds but it met the needs for larger classes in the wood shops and provided good practical jobs for the pupils in the trade schools and senior high schools.

At the present time we are equipping a new junior high school and providing additional facilities for industrial arts in a new annex in another junior high school. For both of these schools we are constructing in the trade schools new double benches to be used in the electric shop, general metal shops, and wood shops. The benches for the general metal and electric shops are 30" x 42" and have tempered masonite tops and electrical welded steel frame bases. Each bench has two machinists vises and two tool drawers.

In our general metal shops we are placing one 12" and three 7" shapers. We are using ten 9" x 36" LaBlond engine lathes instead of 12" heavy duty lathes generally found in the senior high school machine shops.

In one of our junior high school print shops we are adding additional type stands and cases. We are also putting in four 6 x 9 hand lever presses. All of these are for the purpose of providing pupil work space for larger classes.

In one of our junior high schools we tried a plan of installing a ½ H.P. variable speed motor with a hollow shaft spindle, threaded on both ends for face plates, on one of these lathes. This has proven both economical and efficient. The results were so satisfactory that the six remaining lathes in that school were fitted up in the same way. This resulted in a saving of $1,000 or more and gave us a more efficient lathe, doing away with the under-drive cone and belt and eliminating an open end constant speed motor that was considered a fire hazard by the safety inspector.

At the present time we are carrying out this same idea on a different type speed lathe, one with the counter cone and pulleys attached to the lathe. Specifications for the ½ H.P. variable speed motors and controllers are prepared, estimates are received and the successful bidder attaches the motors, controllers and switches on the lathes; thus, instead of discarding these speed lathes, we actually have a motor head lathe at a much less cost than buying new lathes.

Just recently we have placed in the hands of each shop teacher and each principal of a school equipped for industrial arts a Handbook for Teachers of Industrial Education.

There has been placed in the hands of each principal of our schools and each teacher of industrial arts a copy of "Standard Attainment in Industrial Arts Teaching," for the purpose of helping the principal to better supervise the work in his school and to help the teacher in organizing his particular activity to obtain the definite objectives so clearly stated.

Each teacher is supplied with a course of study and supplementary material such as "Operations in Planing," "Standards for Marking in Industrial Arts," and other illustrative charts. We have found guidance is an important part of the junior high school program. Recently we discovered there has been a noticeable improvement in the mental achievement and the personnel of the boys now entering the trade schools. No doubt, this is partly due to the guidance work in the junior high schools.

There are several sources of securing material that keeps down the cost of supplies. First, for practical printing jobs there are always a number of projects requiring printed material either for special programs in the school, or special printed forms needed for administration purposes for the different departments. In these cases stock paper is furnished by the department needing the printing. Upon the completion of the job a credit is given; thus no charge stands against the school for industrial arts supplies in the printing department.

Oftentimes laminated wood, shipping boxes, etc., from the American Red Cross and the social welfare organizations are given to us. This material has been worked up into many different projects: painting easels, gift boxes, toys, etc., for use in the kindergartens.

Many of the small projects in the general metal shops of our junior high schools, such as scoops, cookie cutters, mail boxes, crumb trays, etc., are made from empty fruit cans secured from the school cafeterias.

With the enactment of the Child Labor Act at the last legislature of Pennsylvania, it brings new problems to the schools. Employment for boys between 16 and 18 years is hard to secure. This will, no doubt, cause many of the boys who are 16 years of age, and now in school, to remain in school. Just what kind of schooling should they have? In our city they have started classes in the junior high schools called "junior vocational classes" for the purpose of better preparing some of these pupils either for entering employment, continuing in school, or entering the trade school. In fact, it is imperative that the question of the kind of education needed by these young people be given serious consideration, which has recently been shown by the needs of the National Youth Movement, the Federal Emergency Relief Association, and the Citizens Conservation Camps. All of these are demanding the attention of school superintendents and administrators. Out of these inquiries let us hope that there may come a rational curriculum for our secondary schools.

Look Important

A gentleman waited for a taxi on the street corner. He wore a high hat, spats, gray gloves, carried a cane, had a flower in his button hole. A small newsboy stood and gaped at him, to the point where the sartorial dream became impatient.

"Go away, boy!" he commanded. "You annoy me. What are you staring at?"

" 'Scuse me, sir," answered the urchin. "I was just wondering if any one could be as important as you look!"

"At any price I can pay, let me own myself."

Training the Foreman

ALBERT SOBEY

Director, General Motors Institute, Flint, Michigan

RECENT developments in industry and resulting recent trends in foremanship have placed increased emphasis upon the position of the foreman and his importance in industry, making a consideration of the problems involved in foremanship training in keeping with the present trend of thought in industry generally and among those groups interested in industrial problems.

In considering the problem of foreman training, however, it is important to recognize, not only that he is an individual selected to be a foreman because he has stood out from other men, but also that, as a foreman, he is a key man or "top sergeant" in industry—i.e., he is an executive in an industrial organization, an important integral part of, but nevertheless only a part of, management.

Foreman training, therefore, is a dual job. It involves the training of the individual, with proper consideration for, and emphasis upon, his background, experience, and other similar individual factors. It also involves consideration of his position in the management organization and requires that proper consideration be given to, and emphasis placed upon, the organization factors involved.

In view of this dual nature of the problem, there are certain basic principles which govern the organization and methods used in a foreman training program from the standpoint of the individual foreman himself. There are also certain fundamental principles and methods involved in the organization of the program from the standpoint of the organization factors involved.

Farm Crops for Industry

(*Continued from page* 78)

Artificial Leather Contains Soy Bean Oil

Artificial leather contains its proportion of soy bean oil. Celluloid, glues and cements, glycerine, linoleum, oil cloth, printer's ink, rubber substitutes, and varnishes are all in whole or in part made from soy bean products.

Soy Bean Conclusions

The soy bean has indeed a future in industry quite as important as in the dietary of men and animals. No other crop fits so readily into our agricultural practice. Where a satisfactory seed crop cannot be harvested because of soil or climatic conditions, it has equally important values as a forage crop. As the soy bean acreage continues to increase, especially in the corn belt states, it will supplant corn acreage and to that extent remove the possibilities of an over-production of corn with the consequent lowering of price levels below the cost of producing the crop. This of itself is an important function of this new crop. Of even greater importance is the probability that the value of soy beans in industry will result in the building of many plants and factories and the use of labor both for the conversion of soy beans into its many constituents and their utilization in the manufacture of a great variety of new products.

Placement and Follow-up in Vocational Agriculture Education

"The Story of a Colorado Teacher"*

Dr. F. W. LATHROP

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THE best source of information about a teacher comes from the students he has taught. With this point of view, I recently visited Olathe, Colorado, where Ralph Wilson has taught vocational agriculture for sixteen years. There I spent two days in visiting his present and former students. Case studies were made of eight of the former students. A typical case is included in this presentation.

First let me present a brief sketch of the teacher himself. Ralph Wilson grew up on a farm in Indiana and was trained at Purdue University in agriculture. He came to Colorado to visit some brothers who had bought a ranch near Olathe. While visiting them, the school board requested him to fill in as a teacher of science at the local high school, for two weeks. He continued to fill in for a year and then went to war. On his return he began the teaching of vocational agriculture and has continued in the position ever since.

In the sixteen years 126 boys have received vocational training in agriculture. Of these, 103 are farming—that is, nearly 82 per cent. Most of these young men are farming in the vicinity of Olathe. Some of them are fruit farmers; some have general farms on irrigated land; and there are also boys in cattle or sheep farming, who drive their herds far up into the mountains in the summer season for pasturage. We were not able to talk with these livestock farmers because they had already gone to the mountains; however, there are so many former students on farms in that community that I could have stayed a week and gathered a more complete story than could be done in two days. Most of those who are not farming are engaged in some occupation related to farming.

Ralph Wilson maintains a contact with his former students which is interesting in the extreme. During one visit which we made to a former student he discovered that another former student had recently rented a farm in the vicinity. He was much embarrassed that he had not found this out previously. There are two events every year to which former students return. One is a lamb roast, and the boys all come in their working clothes, play games, visit together, and eat large amounts of food which is cooked by the teacher himself—who is, of course, the center of attraction. Then there is a dinner which is attended by the former students, together with their fathers and mothers and, in many cases, wives and children. I talked with several parents who look forward to this event as one of the highlights of the year.

We met many former students in local hardware and other stores. Of course, the teacher visits many of these former students frequently in their homes, but not frequently enough in the view of many of these young farmers. I heard many stories

* This "story" appeared in the Colorado *Vocational Messenger*, but is so significant and of such general interest that it is presented here under the caption supplied by the Ag. Ed. State Supervisor L. R. Davies sent it.—R. W. S.

about the teacher from his former students which show the esteem in which he is held, not only by his former students but by the whole community. Lack of space does not permit the inclusion of many items which offer the makings of a very fascinating human interest story. This teacher is exceedingly practical, and frequently demonstrates his ability to go right out into the fields or into the barns and actually do the things which he was talking about.

Owing to lack of space only a sample is given of the cases reported to the conference of young men who are operating farms and who have been trained in vocational agriculture courses at the Olathe high school.

Clifford Humphrey

Clifford could play at any position on the football team, although he is undersized, as football players go. We intercepted him on his way home where he has a month-old boy. We sat down under a tree and he told his story. During his last year in school he formed a partnership with his father. The home farm had 30 acres, and they rented 60 acres more. After two years they rented two small farms totaling 50 acres in place of the 60 acres. During this year he married and worked away from home a year. This year he bought a 120-acre farm. His father owns a share in the livestock and equipment.

The new farm is in the irrigated section; has 70 acres in crops and 40 in pasture. The main crops are corn, oats and wheat. He has 12 head of beef cattle and also 12 head of horses. He is rather partial to horses and is raising quite a few colts. He is very skillful in handling horses and mules in multiple hitches. A big road construction company hires him part-time to drive for them and would like to get him full time, but he is sticking to his farm. He has a few good Duroc Jersey swine.

During his first year of vocational agriculture, he took over one of three Duroc Jersey sows purchased by the Olathe Agriculture Club, which consisted of agriculture students. They bought the sows and farmed them out. Boys who had these sows turned back to the club the best gilt in the litter. Each of the four years he increased the number of sows and litters. In his last year he had 7 sows and a total of 80 hogs. During part of his second year he took care of the club boar, which was obtained at Colorado Agricultural College. The third year he grew 3 acres of onions on shares. The last year, in addition to carrying 80 hogs, he formed the above-mentioned partnership with his father.

At the end of the course he owned a share in a farm and also 80 hogs which were not worth much at that time. As a result of his vocational training he built some hog houses and pigpens and brought some extra land under irrigation.

I had been out at his farm looking for him earlier in the day. Mrs. Humphrey was worrying about her young turkeys. She remarked that her husband thought more of Ralph Wilson than of anyone else outside of his family. She thought his other former students felt the same way. The new farm adjoins the Wilson ranch, so Clifford and the teacher are in frequent contact. Clifford has some real problems on his farm and he is using the teacher to help in their solution.

* * *

It is quite evident that the vocational agriculture instruction at Olathe has really functioned. I cannot help but wish that anyone who would like to find out what vocational agriculture is would visit a community similar to this one in his own State. It has convinced me of the almost unlimited possibilities of vocational agriculture.

The Emergence of the Public Employment Service

JAMES B. HAMLIN

Manager of Special Placement, Illinois State Employment Office

I THINK it is sufficient to say that the first evidence of a public employment service in the United States appears in a few municipalities early in the nineteenth century. The first state employment service was established in Ohio 45 years ago. New York followed, but its service was at one time abandoned. The service in Illinois, established in 1899, was at first declared unconstitutional because it provided that no office could furnish workers to a plant in which there was a strike or lockout. A new law was passed the same year which, to a large extent, became a model for later acts. Other states during the first decade of the twentieth century established employment offices which were generally poorly administered and ridden with politics.

The conception of a federal service was slow in forming. A beginning was made in 1907 when a division of information was established in the Bureau of Immigration and Naturalization for the purpose of supplying information to immigrants concerning "the resources, products, and physical characteristics of each State and Territory"; this to aid in a more equitable distribution of labor throughout the country. In 1913 the Department of Labor was established, and one of its responsibilities was to assist potential employers in meeting the existing shortage of workers. The problem of labor shortage which developed during the World War was directly responsible in 1917 for the establishment of the United States Employment Service which operated in all the larger cities. In 1919 Congress failed to make an adequate appropriation for the service and it dwindled in scope and influence until its only functions were to furnish monthly reports on labor and employment conditions and to act as clearance for farm labor.

The onset of the depression in 1930 revived public interest in the employment service, and finally resulted in the passage of the Wagner-Peyser Act, June 6, 1933. This act provided for the "development of a national system of employment offices, for men, women, and juniors who are legally qualified to engage in gainful occupations, to maintain a veterans' service, to secure employment for veterans, to maintain a farm placement service, to maintain a public employment service in the District of Columbia, and... to assist in establishing and maintaining systems of public employment offices in the several states. The Bureau shall also assist in coordinating the public employment offices throughout the country and in increasing their usefulness by developing and prescribing minimum standards of efficiency, assisting them in meeting problems peculiar to their localities, promoting uniformity in their administrative and statistical procedure, furnishing and publishing information as to opportunities for employment and other information of value in the operation of the system, and maintaining a system for clearing labor between the several states."

In those states which do not maintain their own employment services, the National Reemployment Service, under direct control of the United States Employment Service, operates employment offices. The primary function of the National Reemployment Service, at the present time, is

the referring of workers to public works projects to assure that various preferences as specified in the law are given to such groups as the veterans and relief clients. It is also the duty of the National Reemployment Service to function in such a way as to assist in the development of state employment services. This it is felt is best done by conducting efficient employment offices where no state employment service functions. This involves education of the community to the advantages of a public employment service.

In 1929, there was formed in the State of New York a State Advisory Council on employment problems. This Council interested itself in making a survey of the existing New York State Employment Service; the study revealed many possible and desirable changes to be made and, as an outgrowth of this interest, the Council decided to create an experimental employment office in a typical city of the state. Rochester was chosen for this purpose. Certain definite standards were set up as a result of this experiment, and to a large extent the policies there developed have been carried over into the operation of the United States Employment Service.

Another experiment in the Public Employment field which is of interest because it presents a very different objective approach to placement problems is that now being conducted by the Public Employment Center at Cincinnati. Only 150 applicants a day are handled. A registrar takes down information on the applicant to the extent of 100 items. This material, in fact, covers both sides of a regular manila folder. The applicant is then dispatched to an interviewer who notes on a form his impressions of the applicant on such items as personal appearance, speech, temperament, etc. He may also take notes regarding specific skills on certain machines, particularly office machines. This interviewer decides what tests the applicant should have, checks these on a card and sends the applicant to the testing department where, with all other applicants of the same day, he is put through his battery of tests. The results of these tests become part of the applicant's folder and he does not know of them unless he has applied for some job for which the tests indicate he is totally unqualified, in which case he is called into the office for another interview.

A Hollerith machine card is made from the applicant's folder, which allows for all factors which have been recorded. Orders come in to placement clerks, who are not regular interviewers. The factors involved in the job are noted and the applicants in that industrial section are sorted by sending through the Hollerith machine all the cards in that group. Those which answer the given factors in the job then drop out from the large number and the folders are sent up to the placement clerks who then make a selection for the given job. These placement clerks may or may not call in the applicants for an interview for the specific job. The applicant does not return to the office unless called for except to keep it informed that he still wishes a job, which he must do once in thirty days.

Consideration of immediate duties (as we now see them) is necessary for an understanding of the present problems of the public employment service. For one thing, the assignment of workers on Works Progress Administration projects has fallen to the lot of the public employment services. That has meant a flooding of our offices with thousands of new applicants; it has put our staffs to the necessity of working under tremendous pressure. It has required the institution of many new office procedures which tax the versatility of every employment worker. It has, however, stocked our files with the records of all kinds of workers who may be referred to jobs in industry as rapidly as they can be found. It has forced us to reorganize our views and learn to think of jobs in terms of thousands where there were hundreds; it has given us some preparation to meet

similar emergencies more efficiently than we could otherwise do.

Our next imminent duty may be the administration of social security acts. Foreseeing this possibility, the United States Employment Service has revised its statistical procedure, and is keeping a perpetual inventory of every person in the active files of the employment service. Each applicant will have an identification number which will make it possible to have a complete record and avoid duplication of registration. There will be a central cross index file for each district. The administration of unemployment insurance requires that this be done. The occupational manual of the service has been extended to cover some 11,000 occupations, breaking down into their component parts the specific jobs belonging to each general classification.

It is to be presumed that the employment service as a young organization may have a considerable part to play in the development of other services not yet ready to stand upon their own feet. It welcomes gladly any task which enables it to enrich its own experience and learn to meet the exigencies of a new situation.

We have had an uphill pull during the past two years since the reorganization under the Wagner-Peyser Act. The service suffered and still suffers from its evil reputation when it was known generally as a labor exchange of the poorer kind, as a political football, and a haven for broken-down ward heelers. Changes in physical equipment, attractive offices, good personnel, training procedures, advisory councils, and adequate publicity are all doing their part to put into the consciousness of the public a new conception of the part the public employment service can play in national and community life.

One of the most significant developments of the service which indicates its anxiety to meet the needs of all is the growth of the special services for junior workers, for handicapped workers, for negro workers, and for veterans. The difficulties these particular groups have encountered in searching for employment in competition with the average unemployed quickly point out the necessity of treating them with extraordinary care to insure that they receive an equitable treatment.

Probably more progress has been made in behalf of the handicapped group than any other special group up to the present. Placement agencies for the handicapped are now fairly common. In almost every city there is some organization, private or public, which accepts the responsibility of placing disabled persons. New York City, Chicago, and Milwaukee have special placement divisions in the State Employment Service. The first two were developed in the employment offices after having been first instituted by private agencies. Certain changes of emphasis have come about during the last two years with respect to dealing with this group. The accepted procedure in the past was to have separate offices to which handicapped applicants were referred and interviewed. The tendency now is to deal with the handicapped applicant in the same office with the able-bodied, in short, to minimize the idea of segregation in the mind of both the handicapped applicants and the able-bodied applicants.

But why a specialized service for juniors who, according to our definition, are young people between the ages of sixteen and twenty-one? Statistics prove that 80 per cent of this junior group who come to us for employment are inexperienced. More frequently than not, they do not even know what they want to do. Theirs is a problem of vocational immaturity, and one which implies the need for special guidance. It is not sufficient to say that the schools have not done their part in meeting this guidance problem; it is rather for the employment service to tackle it at the point of need, and relinquish it only when the school or some other agency is ready to assume responsibility for it. Another reason for a junior service is expressed in the words of

one junior counselor: "The disadvantages are that the youth will be forgotten after they are registered by the adult interviewers—that the adult interviewers, when they have jobs and are going through their active files, may skip the cards of inexperienced workers and let it go at that—that they will forget there *are* places for youth and that employers *will* use them if they are brought to the attention of industrial leaders."

Special attention to the problem of placing veterans is specified in the Wagner-Peyser Act. The United States Employment Service appoints a veterans' placement representative for each state, whose duties are to coordinate the work of the several employment offices with respect to dealing with veterans, to act as liaison man between the employment service and the various veterans organizations, and to stimulate in any way possible the placement of veterans on government projects and in private industry. This special concern for veterans is in line with the American tradition of providing as adequately as possible for those who have served in our wars. Two elements enter into the veteran situation which render it a special problem: in the first place, the average age of the veteran is forty-two years; the experience of the employment service shows clearly that the placement of persons over the age of forty is considerably more difficult than the placement of those under that age. In the second place, finding jobs for veterans is complicated by the fact that such a large proportion of them have contracted disabilities which may or may not be results of their service in the army.

The final special problem which the service is considering at this time is the placement of Negroes. It is not necessary to point out to you that there is a definite prejudice against the employment of Negroes in all lines of work except the service occupations and common labor. It is well known by scientists that there is no great difference between the Negro and the white person. The Mayor's Interracial Committee of Detroit, in 1926, sent out questionnaires in which were included efficiency, regularity, and turnover. The following gives a picture of the results: 11 firms employing 5,102 Negroes said they were more efficient than white; 68 firms employing approximately 12,631 Negro workers said they had the same efficiency as white; 24 firms employing 2,729 Negroes said that they were less efficient than white. Seven firms employing 199 Negroes said they were more regular than white; 68 firms employing 8,864 Negroes said they were just as regular; 33 firms employing 11,587 Negroes said they were less efficient than white. These tables indicate that two-thirds of the employers hiring 82 per cent of the Negroes involved rated them as efficient or more efficient than white workers; that, although some employers reported that Negro workers were slightly less regular than white workers, it was felt that the recent migration to the North was responsible for the high rate of irregularity. Labor turnover for Negro employees was thought to be generally less than for whites.

It is felt by the Service that there is great necessity of pointing out facts of this kind to the employing public, which may immediately lessen its prejudice against such special groups as the Negroes and the handicapped and, in the long run, give it better service by helping to place in their proper positions all persons who have anything of productive value to give the world. In large industrial centers there is a disproportionate number of Negroes who, because of prejudice that exists against them, have far less opportunity to enjoy economic security than white workers. There was a recent example of this situation in Chicago: the Employment Service received orders for a large number of molders. There were none available in the files of the Industrial Office at that time; the Negro office, however, had the applications of twenty-five qualified molders on file and, had it not been for the prejudice of the employer, the Service could satisfactorily have filled the

order. We are attempting as rapidly as possible to break down this prejudice which exists even in the minds of the interviewers of the public employment service itself, and create as many opportunities for the Negro through the regular Service as possible.

What is our vision of the Public Employment Service of the future? For what are we striving? Our most immediate objectives are these:

First, the development of a sound and steady labor market. It will be necessary for the Employment Service to function always as a middle agency between the employer and the unemployed worker. We can develop a labor market only by knowing the goods on our shelves; in other words, in having a complete picture of the unemployed worker that we are trying to help. It will not take long to sell the employing public on a service which knows the goods and is able to deliver the right goods at the right time.

This suggests the second immediate objective: the Public Employment Service must and will make every effort to secure the registration of artisans and workers in all fields of endeavor; it will accept as its responsibility the publicizing of its possibilities to the worker, as well as to the employer. In view of its past unsavory reputation, this problem is not so easily solved as one would think.

The third immediate objective falls in line with the first two, since it will have much to do with giving the employment service and the public accurate data on employment problems. It is manifestly a duty of the service to compile information on labor conditions, unemployment, and industrial trends. This it will be able to do better and better as employers and applicants alike learn to use it. The United States Employment Service is going to great lengths to secure data from its own offices for publication and to make studies of special conditions which affect the employment of workers in industry.

We have already discussed the fourth immediate objective, which is the administration of social insurance.

The fifth objective might well be learning the technique of securing workers for occupations in which there are labor shortages by clearance from one office to another within the state and, finally, by interstate clearance. The employment service must come to know the facilities in each community for securing workers which it does not have in its own files. Young as the Employment Service is, it has made great strides in this direction.

But let us look beyond the immediate objectives—let us look at the Employment Service of, say, ten years from now; let us assume that every employer comes to the public employment service for his workers and that every unemployed worker comes to the employment service to secure his job. When that happy state of affairs has been brought about, the employment service might well think of itself in terms of a Vocational Adjustment Clinic—in terms of a service that is able to place the right worker on the right job, so that the employers' labor turnover may be considerably lessened and that the unemployed worker will not walk the streets day after day looking for an ephemeral job which has only too often been filled just before he reached the factory gate! This is the service that every one of us hopes to see grow up throughout the United States.

We hope to be able to establish local research units which can assist in this great problem of finding objective measures. How long it will be before we are able to accomplish this purpose depends largely on how well we wield the inadequate tools that we have at present.

You may be certain that our efforts will be sincere and untiring and that we will continue to strive diligently to reach that day when one hundred orders for men will mean one hundred referrals and one hundred placements. Our motto in that golden age well may be "A job for every man; a man for every job"!

Following up the Client after Placement Is Made

BLANCHE FRITZ

Field Agent, Division of Rehabilitation, State of Illinois

To the Members and Friends of the American Vocational Association:

I bring to you the last word in Rehabilitation, that of the Follow-Up Service, which consists of supervision of the client after he has been placed in remunerative employment. It is guidance for adjustment in the new environment and obligation, the follow-up service as the "finishing touch" of the job of rehabilitating a disabled person. It may also be called the vocational adjustment of the client to his new obligations and surroundings.

The follow-up service consists of seeing that the client understands the duties of his job, his relations to those with whom he is to work, his hours, his wage, when paid, overtime, and the facilities for his comfort, convenience, and welfare; checking the requirements of the job the client is to perform, to see that he has all the necessary knowledge and skill; and arranging for him to receive instruction in the details with which he may not be familiar. Again, it emphasizes for the younger group who have never been employed, and for others who have shown laxity or lack of discrimination in these matters during the preparatory period, manner of dress, personal hygiene, manners, courtesy, politeness, and the value of a smile. The importance of reliability, dependability, punctuality, loyalty, and honesty in statement and dealings as factors in making good on a job should also be stressed. An employer will at times tolerate slow workmanship and even minor derelictions if he knows he can depend upon the employee, but successful progress in any occupation depends upon a practice of all the virtues required of the worker.

To be strictly scientific in the follow-up service we must analyze the situation from the standpoint of the employer as well as the employee. When the rehabilitant has been placed in employment for which he was trained, there is very little need for follow-up service except in the way of a friendly visit, except in cases where the rehabilitant suffers from inferiority complex or fear of his ability to hold his position. Then counsel and advice are valuable and acceptable when given in all sincerity.

A visit to the employer is advisable and, in many instances, profitable. If it is your first approach, it must be made tactfully. It is always wise to state who you are and what interest you have in the case. Always be aware of the fact that it is a mistake to impose your services when they are not needed. The follow-up service must never remind an employer that his employee is physically handicapped, but to impress upon his mind that he has one in his employment who has been scientifically trained to do that kind of work.

Emphasize as you may all other phases of the program of rehabilitation, and then consider the follow-up service. It is of vital importance to supervise and to make sure of a reasonable permanency of the employment of the finished product known as the rehabilitant. To stimulate confidence in the rehabilitant in his ability to hold his position and to create sincere enthusiasm in the job which is his to perform is a valuable service.

Vocational Agricultural Education at Poultry Industries Exposition*

H. O. SAMPSON

AT THE invitation of the Northeastern Poultry Producers Council I acted as chairman of a committee to take care of vocational agriculture and Future Farmer activities at the Poultry Industries Exposition held in New York City from February 4th to 8th. Other members of the committee were Dr. C. H. Lane, our Federal Agent; Mr. D. H. Horton of the Institute of Applied Agriculture, Farmingdale, N. Y.; Roy Argood of the Norfolk County Vocational School, Walpole, Mass.; and all the other State Supervisors of Agricultural Education in the thirteen states represented. These states include the states of the Northeast Region except Ohio, with Virginia added.

Our activities consisted of an essay contest for vocational agriculture pupils on the subject, "The Value of the Poultry Industries Exposition to the Poultry Industry"; a booth set up by Dr. Lane, Mr. Horton, Mr. Argood and myself; skill-type poultry demonstrations staged by groups of vocational agriculture boys; and exhibits of eggs by vocational agriculture boys in the regular egg show.

In the essay contest, essays were received from Virginia, West Virginia, Massachusetts, Delaware, Vermont, New York, New Jersey, and Connecticut. The winner was Richard Kreitzer of Willimantic, Conn., who received a check for $15 and a gold medal. Second in the contest was Hugo Heise of Lambertville, N. J., who received a check for $10 and a silver medal. Third was George Markland, also of Willimantic, Conn., who received a bronze medal. Many other excellent essays were received, but the prizes ended with the third place. Dr. C. H. Lane, our Federal Agent, Dr. W. C. Thompson, Poultry Husbandman of the New Jersey Agriculture Experiment Station, and Prof. E. V. Bearer of the New Jersey Teacher-Training Staff acted as judges.

The Vocational Agriculture booth at the Exposition was 8 feet by 24 feet in size and was situated in a good section of the Exposition hall. The background consisted of banners, charts, and pictures dealing with Vocational Agriculture and the Future Farmers of America. A table at the front provided space for some of the skill-type demonstrations. A six-page folder, prepared by Dr. Lane, describing the poultry work in vocational agriculture in the thirteen states, was distributed at the booth.

The skill-type poultry demonstrations were an important part of the activities. Two teams from Pennsylvania, one from Delaware and eight from New Jersey gave demonstrations. The reason New Jersey had such a large number of teams was due, of course, to the nearness of this state to the Exposition. The demonstrations included sticking and dry picking, caponizing, chick sexing, egg candling, grading and packing, cooperative egg marketing, tattooing birds, and treating birds for disease.

In the egg show some very excellent exhibits were received from vocational agriculture boys, but the number of exhibits was small. Mr. Little of New Hampshire made the best showing with 13 exhibits.

The Exposition on a whole was such a

* *Editor's Note.*—Here is a report of education and an important agricultural industry working together to their mutual advantage. It was presented at the Regional Conference of the North Atlantic States in Boston, Mass., April 8, 1936.—R. W. S.

success that the management has decided to repeat it. The dates are November 10, 11, 12, and 13, 1936. We have been asked to cooperate again, and Dr. Lane and those of us who had the work in immediate charge have promised to do so. It has been suggested that Dr. Lane, Mr. Horton and I act as a small committee to direct the work and that all state supervisors in the Region be called upon to help as need arises.

Tentative plans, thus far made, call for more of the skill-type demonstrations with a larger space for staging them, a booth similar to the one arranged at the last show, and either an essay contest or some form of public speaking contest dealing with poultry subjects. The egg show may also be continued if specific inquiry that will be made to the supervisors indicates that a reasonable number of exhibits can be expected.

One feature of the last show that received too little attention was the bringing of groups of vocational boys to the Exposition by teachers of agriculture. One group from New York, one from Connecticut and twelve from New Jersey were all that attended the February show, except those on demonstration teams. Those teachers who did bring groups of boys have all reported that the trip was of true educational value. We are able to secure very satisfactory rooms for the boys at the Sloane House, Y. M. C. A., for as low a rate as 65 cents a day, two boys in a room. Meals at the cafeteria at the Y. M. C. A. are reasonable and good; and there is much to see in New York, in addition to the Poultry Exposition. Thus, I suggest that you inform your teachers of the advantage of bringing boys to this Exposition in November.

The San Antonio Convention

December 2-5, 1936

PRESIDENT George P. Hambrecht and the Executive Committee announce the selection of San Antonio, Texas, as the Convention City for the Annual Convention of the American Vocational Association, Inc., to be held December 2-5, 1936. The selection of a convention city was a difficult task as it was clearly evident that a successful convention could be held in any one of several cities from whom invitations had been received.

Taking the Convention into a section of the country somewhat removed from the center of population carries with it a serious challenge. We believe this challenge will be adequately met by San Antonio, the State of Texas and the surrounding states. The selection of San Antonio indicates a recognition by the Executive Committee of the fine, loyal support to the A.V.A. from our membership in that section of the country. The attendance and spirit of the San Antonio Convention will undoubtedly prove that the Executive Committee was wise in its selection of a Convention City. Plans are already being formulated for a very interesting convention which in many respects will differ from our conventions held in recent years. You had better plan right now to attend the San Antonio Convention. The September A.V.A. JOURNAL will carry rather complete announcements of the San Antonio Convention including hotel headquarters.

—L. H. D.

Responsibility of Industrial Arts Teacher in Social Problems

THOMAS DIAMOND

Associate Professor, Industrial Education, University of Michigan, Ann Arbor, Mich.

THE interest in social and economic problems has been steadily increasing during the past decade. This interest has been stimulated by the need for economic and social adjustment which has been thrust upon everyone during the recent depression. In view of this it may be worth while to examine our changing world and to reflect briefly on what may be done about it in our schools in general, and particularly in the departments of industrial arts.

Another change which has affected the thinking of many citizens is the trend toward the concentration of productive enterprise into the hands of a relatively small number of corporations.

Somewhere in our school program we must provide our future citizens with a philosophy which will enable them to appreciate the reasons for the concentration of effort in larger units. They should be made to understand also that any redistribution of wealth is likely to react to the disadvantage of society in general and will certainly stifle the application of the individual initiative, which is one of the pillars upon which our present high standard of living has been built.

In so far as economic conditions are concerned, society has been compelled to modify its beliefs considerably. In the first place our faith in the infallibility of our banks has been seriously affected. No longer do we quote the banker as an authority on investments, and it is feared that many of us still have some misgivings when we find ourselves in the position where we are able to make a humble deposit in the bank.

During the past few years many people have lost all of their life savings and have been compelled to depend upon their relatives to care for them, when they were fortunate enough to have relatives who could and would assume the responsibility. These losses have given rise to a feeling that it is futile to make any effort to provide for one's old age. This condition is one which the schools may help by directing the attention of young people anew toward the idea of thrift.

Not only has this condition disturbed the thinking of many people but it seriously affects the opportunities for a young person to start a business of his own and increases his difficulty when he must decide upon his future vocation.

This difficulty emphasizes the need for vocational guidance. The industrial arts teacher is in a particularly strategic position to aid in this activity. His shop is a laboratory in which various fields of work may be explored, and he has unlimited opportunities to supplement these during his informal contact with the pupils. Regardless of the existing organization set up in a school system for providing guidance, all teachers are responsible for guiding their pupils. This applies particularly to the teacher of industrial arts, since he is concerned with the materials, methods, and processes in common use in the world of work.

We find, too, that there is an increasing reluctance on the part of employers to employ people who are under 18 years of age.

Children under eighteen, who find it almost impossible to find a job, are confronted with two alternatives: they must continue

in school or, where the law permits it, they may roam the streets of the city.

Those who are planning to go to college constitute only a small proportion of those who remain in school. Not only so, but they present a relatively simple problem to those responsible for the school curriculum. The others, who have no desire to go to college, who lack the ability to do college work, or who lack the means to pay for it, have caused school authorities to consider ways and means of making the time spent profitable.

Since there is a decided tendency toward keeping young people out of employment, and since many of these young people are thereby induced to remain in school after they would normally have gone to work, it is believed that specific vocational classes should be provided for them. The training given in these classes should not be narrow preparation for one of the common trades; rather should it be broad in its scope in order that the lad may be able to adapt himself to the conditions he will find in a constantly changing industrial world.

The nature of this vocational work has been indicated by still another change which has been going on in society. More and more as time passes the tendency is to subdivide the operations on a job until each individual is responsible for only a minute part of the product. The result of this has been that the number of semi-skilled workers has increased with vastly greater rapidity than the number of all-round mechanics. This has created a situation in which the greater number of operations a man masters the more desirable he becomes.

If, then, we assume the responsibility in our industrial arts department of providing opportunities for vocational training, we must see to it that the units of instruction are so arranged that a young man may acquire skill in as many complete units as can be covered in the time he stays in school.

We must remember, too, that the training of a worker involves more than the acquisition of skill. The development of the right attitude toward work, toward the employer and toward the fellow worker is equally important and may well be stressed by the industrial arts teacher in his efforts to train young people for work.

There are those who may be interested in hobbies, and there may be some who are seeking an opportunity to prepare for a new occupation or to extend their skill or knowledge in their present one. This sounds like vocational education, and, as a matter of fact, it is, but it is a type of work that ought to be done regardless of whether or not the cost is reimbursed from the Smith-Hughes fund.

The emphasizing of hobbies in our work entails providing a wider variety of activities than is found in most industrial arts shops. It means broadening still further the idea of the general shop to include any activity which can be carried on in a shop and in which there is an interest. It means also that we must abandon the notion that shop activity must be confined to those types of work which we in our wisdom have seen fit to introduce. We must rid ourselves of the notion that we know what a boy should be interested in and give more weight to the idea that he has interests of his own. With this in mind, we shall have to diminish the amount of teacher domination and extend still further than we have done the opportunities for self-expression and self-realization.

Since most leisure-time activities will be carried on in the home, it is imperative that the industrial arts teacher modify his ideas concerning machines and equipment and emphasize more firmly the idea of hand work. It is true that this reversion to hand methods seems to ignore the fact that machines are used in industry, but it should be kept in mind that in developing interest in hobbies we are not preparing people for industry. Only teachers who possess hand skill themselves and who have the courage to maintain high standards of work can

hope to do justice to this phase of education for leisure.

It is believed that some effort might be made in school to convince young people that the principle is sound that wages cannot be increased at will without a corresponding increase in production, that every increase in wages means an increase in the cost of the article made unless there is a corresponding saving somewhere to balance the expenditure. This saving is usually accomplished by each man doing more work or the work being done by fewer men.

In our efforts to meet this problem we shall have to reduce still more our emphasis on the project as an end in itself and increase our emphasis on using the project as a means of teaching some of the social and economic principles we believe to be sound. As an illustration of this we might consider the humble but popular bread board. This has considerable value as a project as it introduces the pupil to the task of planing a board. He may learn also why it is more desirable to use it when cutting bread than to use the top of the piano or the kitchen sink. It is probable, too, that he may learn how to compute the number of board feet in it in order that he may be assessed appropriately before he takes it home.

It is not suggested that the bread board be taken off the list of projects, but it is believed that it would be used more effectively as a means of teaching some of the things which we believe ought to be taught. For example, what does it cost to make a bread board, not merely in time and material but also in the light, heat, power, and rent it absorbs. The tools and equipment used, the teacher's salary, and the scrap material must also be considered, and we find that, if all we get out of the process is a bread board, it becomes an extremely expensive piece of kitchen equipment. This enables us to emphasize the fact that we expect the pupil to get something else out of making the board which we believe makes up for the apparently high cost.

This might be followed by a discussion of what is necessary to make quantities of bread boards. This raises the questions of capital, management and labor and their relative importance in a cooperative effort to produce bread boards at a price within the reach of the patron of the dime store.

This leads to the discovery that the total cost for time and material is less than three cents, and yet when they propose to buy one it costs ten cents. Obviously the conclusion must be that someone is making a profit of seven cents on an article that can be made for three. If the young people are to avoid the erroneous conclusion that someone is profiteering they must be shown that such things as light, heat, power, and rent do not come, like the angels, from heaven. They must be paid for and the cost deducted from the seven cents. The question of management, selling, and interest on investment should also be brought to their attention in order that they may fully appreciate what overhead cost really includes. If the industrial arts teacher can get even a slight appreciation of some of these questions from the bread board, he can feel that it has justified its presence in his list of projects.

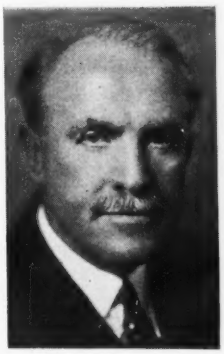
But, someone says, all this takes time and we have only fifty-minute periods. The only reply to this is that if we cannot teach those social and economic principles which we believe need to be taught, and at the same time make a bread board, we should cut out the bread board.

In other words, teachers of industrial arts must find ways and means of using their projects to teach fundamental social and economic ideas. In order to be able to do this, they must themselves appreciate what these ideas are. When they have this appreciation and when they can really feel that they are teaching children the things we believe they can learn from the industrial arts, then, and then only, will the subject we represent gain the place in the sun to which it is justly entitled.

The Passing of Three Leaders

EDITOR'S NOTE: *Since our last annual convention held in Chicago, Illinois, last December, the American Vocational Association has lost three leaders who have contributed much nationally to the cause of vocational education. Many friends of these leaders would have been very glad to have had the opportunity to express appreciation of the fine professional and personal influence of these men. It is possible to include here only a few tributes from some of those who were closely affiliated with them in their work.* L. H. D.

WILLIAM J. BOGAN



WILLIAM J. BOGAN

WE ARE too near to William J. Bogan and too stunned by the tragedy of his passing to perceive more than dimly the true outlines of his greatness. It is idle to speculate what the Chicago schools would be without the inestimable contributions he made during his years of devotion to their service. His career spanned a period of unexampled change and readjustment. When he taught in the old Washington School at the opening of the century, only a few children completed the elementary school and a mere handful entered high school. His later years saw the high schools overwhelmed with students. During the years of this tremendous change education had to be remade. The narrow curriculum provided for the few under the simpler conditions of an earlier day was far from meeting the varied needs of the many in a changed world. No one else so clearly grasped the problems that arose in those fateful years, or moved so ably and courageously toward their solution.

Only a few months ago he wrote: "Somehow or other, we shall have to find ways to get more flexibility and open-mindedness into our schools and their products. We must bring into the daily work of the schools the living reality of the home, the farm, the city, and the job. We must teach the boys and girls to think, act, and live; to grapple with real problems one by one as they arise, so that though parents may falter, the child will go forth into the unknown confident of his own ability to meet and solve life's problems."

Even in the closing days of his life he was assiduously planning fundamental revisions in courses of study and guidance procedures designed to break the shackles of tradition and open to all classes of students real opportunities to prepare for the life of today. He never forgot the poor boys and girls forced to leave school early. He worked tirelessly to provide parallel opportunities for them in evening and continuation schools. The numerous group not going to college, whom the world so badly needs, but for whom the traditional school had no place, were special objects of his care. He saw the need for another type of education for these young people, and took the lead in making it the reality it is now becoming. His heart went out to the underprivileged, and the result can be seen in the school system today. Chicago's care

for the handicapped is known everywhere. His sympathies were with the young people denied educational opportunity by economic conditions, and many a door swings open to them only because he took up their cause and fought for it with fearlessness and vision.

The Lane Technical High School stands as a monument not merely to his unmatched achievement for the boys of the city he loved, but to his even greater, if less spectacular, work in helping to shape new policies throughout the country and far beyond its borders. In the American Vocational Association, and in the earlier organizations out of which it grew, his interest was keen and his influence always potent. Who can say what millions of boys in what remote corners of the land have been rescued from blind byways and set on the broad highway of useful service and self-respect because William J. Bogan freely gave his talents and his years to their welfare?

His great qualities were shown not only in his educational policies, but also in his considerate and firm administration. In controversial matters his human sympathies were balanced by a stern and rugged sense of justice. A large open-mindedness and deliberateness marked his every act; and he was wary of merely plausible arguments. There was always time to explore the facts patiently and to give every side a sympathetic hearing. He had an almost uncanny instinct for reducing tangled situations to simplicity, and for seizing complex affairs by their right handles. When the time for action came, it was always the just and manly course that he chose. His decisions seemed inevitable, and were unquestioningly accepted because every factor had been weighed and every plea had been heard.

William J. Bogan brought an almost mystical devotion to the cause of equal educational opportunity for all. His magnetic leadership was the inspiration for a great forward movement in education in Chicago. In the shelter of his great presence, as in a safe harbor, his followers could ride out the tempests that swept the world during the dark years of the depression. The leader is gone, but the cause remains. His example is left to us, and his unfinished work.

JAMES E. McDADE.

* * *

The death of William J. Bogan came as a tragic surprise and has filled me with inexpressible sorrow. Somehow it had never entered my mind that he would age or die. Always he seemed vitally alive, always his presence radiated power and strength. I know I speak for thousands when I say that no meeting of vocational or industrial arts men seemed fairly started until William J. Bogan had come on the scene and his stentorian voice had been heard by those who knew and loved its timbre.

I first met this unforgettable personality in Chicago in 1916. It was at a meeting of the old Vocational Education Association of the Middle West. Bogan was one of the staunch pillars of that virile organization which did so much in the days immediately following the passage of the Smith-Hughes Act to develop sane but progressive programs of vocational and practical arts education in the great central valley. It was my privilege later to serve as president of the "Mid-West Association" and I came to know Dr. Bogan intimately. From that intimacy grew a personal and professional friendship which the years have only served to enhance—an affection based equally upon admiration for personal qualities rare in their charm and respect for a professional integrity which brooked no compromise with ulterior motives or actions.

This respect and admiration was heightened in the months which preceded and followed the amalgamation of the Vocational Education Association of the Middle West and the National Society for Vocational Education into the American Vocational Association. Dr. Bogan had served as

president of both associations and many times his wise counsel and generous spirit were the determining factors in solving problems of give-and-take which might otherwise have postponed or prevented permanently the organization of the A.V.A. Again it was my privilege, as first president of the A.V.A., to turn for help and advice concerning a multiplicity of problems to this sagacious leader. Never was he too busy to write me or sit with me concerning a dilemma or a policy. Always his counsel was wise and tinctured with that genial humor and serene philosophy which in some ways chiefly characterize the man he was.

In later years the burdens of the superintendency were undoubtedly grievous and the pressure of duties upon his time tremendous and unremitting. Yet sooner or later at the annual convention of the American Vocational Association Bogan would appear, and we would feel again the warmth and genuineness of his personality. It is not easy to contemplate our professional world with William J. Bogan forever absent from it. Yet it is the way of life that men, no matter how profound their influence, must sooner or later cease to be physically. It is the way of life, too, that some men never cease to be as personalities and of these such a one was our friend and co-worker. May his soul rest in peace. EDWIN A. LEE.

R. D. MALTBY—H. O. SARGENT

R. D. MALTBY

I CAN think of no finer tribute to any man than that which we pay to R. D. Maltby and H. O. Sargent, when we say that after long years in the public service their fellow workers in the Office of Education as well as in the States and in hundreds of local communities in the Southern Region think of them not as agents of the Federal Government, but rather in terms of affection—as friends.

Public service tends, as we know, to become routine. This is the tendency of big business in general by virtue of its bigness, and as the rendering of public service has already become by all odds our biggest business, it is perhaps in greatest danger of becoming dehumanized and spiritless unless we fight the tendency to become so with unremitting determination. We may be assured that in proportion as it does become so, it becomes ineffective.

At least this is true of educational service, since education is essentially an affair of the individual. Education that is dehumanized and spiritless is not education at all.

H. O. SARGENT

That these two men were efficient, as representatives of the Vocational Education Division of the Office of Education in the Southern States, is a matter of official record. I need not comment upon that record. It is rather their unofficial record —their service-plus, off-the-record values of friendship that have seemed to me particularly noteworthy in the careers of these two men. J. W. STUDEBAKER.

* * *

It is, I think, a tribute to these two men, Maltby and Sargent, that those in-

terested in promoting agricultural education for whites and for Negroes in the South are anxious that men having as nearly as possible their special qualifications shall be selected to carry on their work. We can all understand that, and all of us who knew these men can understand how difficult it will be to fill their places acceptably. It will be difficult for any man to follow either of these men, difficult to measure up to their qualifications for friendly, sincere, and professionally efficient service. Many tributes have come into our office as voluntary expressions of the universal regard in which they were held. One teacher-trainer in the South writes: "Today I am stunned: I do not know which way to turn nor what to do." That is the feeling throughout the South where these men worked with those whom they loved and those who loved them. It is my own feeling and the feeling of the Federal staff as members of which these two men rendered long years of service. The lives of Maltby and Sargent and their exemplification of friendly professional service will continue to be an inspiration to all of us.

J. C. WRIGHT.

* * *

Vocational education has suffered a great loss in the deaths of Dr. H. O. Sargent and Mr. Robert D. Maltby. Not since the time of Booker T. Washington has any one person done so much for the education of the Negro race as did Dr. Sargent in his capacity as Federal Agent for Agricultural Education. No pains were ever spared by Dr. Sargent in his desire to help the members of the race in whose service he devoted the last 18 years of his life. His accomplishments in his particular line of work class him among the great men of his time. Through his tireless efforts he has influenced and improved the training of Negro teachers in 14 teacher-training institutions and hundreds of the graduates from these institutions have been placed as teachers of vocational agriculture through the recommendations of Dr. Sargent. His standards for improving the work of these teachers has brought about a great service to the Negro race in rural areas. Mr. Maltby, Federal Agent for Agricultural Education in the Southern Region from 1920 to 1936, was one of the outstanding agents for agricultural education. When he came to the Federal Board for Vocational Education he brought with him a knowledge and experience in vocational agriculture which served as a foundation for his great success in the development and improvement of agricultural education in the Southern States. His keen insight into the problems of vocational agriculture, together with his industry and enthusiasm, made his work in the Southern Region particularly successful. Directors, supervisors, teacher trainers, and teachers recognized Mr. Maltby as one of the great leaders in agricultural education. J. A. LINKE.

* * *

On February 15, 1936, Robert D. Maltby departed this life. His spirit lives on. It is lifted high as the Torch Bearer for the continuation of the principles for which he always stood.

There seems to be a vacant chair here today. We all miss him and mourn his loss. We miss his inspiring smile, his hearty laugh, his handclasp of true friendship and loyalty. He is with us today. He is telling us to carry on. He is telling us that when troubles come and difficulties seem insurmountable to remember that his encouraging spirit is with us and is ready to help us carry on as ever before. He loves the South, the men in the South, the boys of the South. He came to us and made himself a part of us. He adjusted and adapted himself to our habits and customs. He was at all times patient with us. He would always point out our shortcomings but would fight to see that we had a square deal. Our love for him will burn brighter as the years go by. He was "Bob" to us, and because of this we shall always love and honor his memory.

He had great plans for the development

and the expansion of our program. We must not fail him. If we could hear him speaking to us today, I am sure we would hear him tell us that our opportunities for service to the farm youth of the South are only dawning. He would tell us to keep the boy foremost in our thinking. He would tell us to help make the farm boy the kind of man we would have him be. He would tell us to keep alive and enrich that life-giving blood stream of the nation—our rural leadership. He would tell us to find a way to enrich the lives and the living of our rural people in order that true happiness might come to them.

We can keep alive "Bob's" spirit. I hope we will, for in so doing we will assure the continuation of the spirit of loyalty and friendliness that characterized the men in the Southern Region during his service as our chief. D. M. CLEMENTS.

* * *

When early on the morning of February fifteenth Robert D. Maltby passed over to the other shore, this country lost one of its best known and the South one of its best-loved figures in vocational education. To us in the South his name was synonymous with the growth of vocational education and the development of its steadily increasing host of workers. In his years of service in the South he reaped the leader's richest reward of witnessing many of the boys he helped to select grow to middle-aged men in the responsible positions in all branches of vocational education to which his counsel had influenced them.

Yet Bob himself seemed to remain as perennially young in body as he actually remained in mind and spirit. It is hard for us who knew him so long and so well to realize that never again will we see Bob's boyish smile and hear his jovial laugh break through the keenly analytical expostulations and the expansive dignity that were naturally his.

Bob gave full measure of his best. His fatal illness was contracted and he died in line of duty years before his time. He had two consuming interests in life: his delightful home and his work. In the one as in the other his passing leaves a gap in the circle of affection that cannot be filled.

THOS. H. QUIGLEY.

* * *

As a leader Robert D. Maltby was revered, as a counselor he had the confidence of all, as a man he was admired, and as a friend he was loved.

The life which has ended was one of great distinction, of great achievement, and great usefulness. In his hands we always felt safe. The most difficult problems were wisely solved. Through his unselfish devotion to our agricultural interests, his intelligent understanding of the needs of the farming industry, his keen interest in the youth of our land, his wise and energetic promotion of the Future Farmers of America, education in vocational agriculture in the South and the nation has advanced. The principles for which he lived will be a permanent influence in the lives of those for whom he worked.

S. M. JACKSON.

* * *

Throughout his long services Harvey Owen Sargent devoted his energy and outstanding qualities of leadership to the upbuilding of Negro vocational-agriculture education and won nation-wide recognition. His stalwart character won for him the universal respect and admiration as a man and citizen. The substantial growth and development of vocational education in agriculture during his services in the South were due to his untiring efforts, and his ability. All who knew him loved him.

S. M. JACKSON.

* * *

Whereas, All-wise Providence has removed from his earthly labors our respected and beloved co-worker, Robert D. Maltby; and

Whereas, Mr. Maltby served with distinction for many years as Federal Agent for the Southern Region in Vocational Agriculture Education, and

Whereas, Mr. Maltby's service was at all times characterized by a patience, a dignity, and a consideration of his fellow workers that drew him into ever closer bonds of friendship, and

Whereas, Mr. Maltby's sixteen years of service in the South have been years of splendid progress in the Vocational Agriculture Education of the whole region—a progress brought about largely by his unselfish devotion to our agricultural interests, by his intelligent understanding of the needs of the farming industry of the South, by his keen interest in the vocational and educational needs of the youth of our land so prominently displayed in his wise and energetic promotion of the F.F.A., therefore be it

Resolved that the Nation has lost a useful citizen and public servant, that the South and the South's great agricultural interests have lost a consecrated mentor whose place will be difficult to fill, that the youth of our land have lost a great teacher, and that the State Supervisors and Teacher Trainers have lost a sincere friend and wise counsellor; and be it further

Resolved that we record here our sense of irreparable loss and our personal grief; be it further

Resolved that a copy of these resolutions be spread upon the Minutes of the Southern Regional Conference and that copies be sent to each of the State Supervisors and Teacher Trainers of the Southern States, to the Office of Education in Washington, D. C., and to the family of our departed friend.

S. M. JACKSON, *Chairman,*
State Supervisor of Agriculture,
Louisiana.

D. M. CLEMENTS,
State Supervisor of Agriculture,
Tennessee.

E. C. MAGILL,
Teacher Trainer Agriculture Education, Virginia.

In recognition of the long and untiring services of Harvey Owen Sargent in the field of vocational-agriculture education, the Southern Regional Conference of Supervisors and Teacher Trainers in its annual meeting in New Orleans, Louisiana, on April 13, 1936, wishes to express its sense of personal loss in the death of Dr. Sargent, and its appreciation for his services as a promotor of vocational education in agriculture.

From its beginning in the United States, Dr. Sargent has been identified with vocational-agriculture education. Dr. Sargent served long and faithfully in the South for the cause of Negro vocational education, and was accepted as an authority in his field of specialized learning.

His fine character and generous, lovable disposition endeared him to all of his associates in each of the states of the Southern Region, and his advice and companionship will be sorely missed by those with whom he was associated. Now, therefore, be it

Resolved by the State Supervisors and Teacher Trainers of the Southern Region that we hereby express our deep regret at the passing of our friend and associate, and pay tribute to his memory for the many services rendered by him to the South in the cause of vocational-agriculture education; be it further

Resolved that a copy of these resolutions be spread upon the minutes of the Southern Regional Conference, a copy given to the State Supervisors and Teacher Trainers of the Southern Region, a copy to the Office of Education, and a copy to the family of Dr. Sargent.

S. M. JACKSON, *Chairman,*
State Supervisor of Agriculture,
Louisiana.

D. M. CLEMENTS,
State Supervisor of Agriculture,
Tennessee.

E. C. MAGILL,
Teacher Trainer Agriculture Education, Virginia.

Future Craftsmen of America

PAUL L. CRESSMAN

Chairman of the F.C.A. Committee for the A.V.A., Department of Public Instruction, Harrisburg, Pa.

MR. GEORGE HAMBRECHT, President of the American Vocational Association, Inc., following the A.V.A. Convention at Chicago, Ill., December 4-7, 1935, named the following committee to further develop the Future Craftsmen organization during the ensuing year:

Paul L. Cressman, Chairman, Director of Bureau of Instruction, Department of Public Instruction, Harrisburg, Pennsylvania.

O. D. Adams, State Director of Vocational Education, Salem, Oregon.

Earl L. Bedell, Assistant Director of Vocational Education, 1354 Broadway, Detroit, Michigan.

E. E. Erickson, Director, Division of Industrial Education, Santa Barbara, California.

George Fern, State Department of Public Instruction, Lansing, Michigan.

William G. Flannery, State Supervisor of Industrial Education (Emergency Education Program), Denver, Colorado.

E. E. Gunn, Jr., State Supervisor of Trade and Industrial Education, Madison, Wisconsin.

Herman S. Hall, State Supervisor of Trade and Industrial Education, Hartford, Connecticut.

F. Heisler, Itinerant Teacher Trainer, Trade and Industrial Education, Oklahoma A. & M. College, Stillwater, Oklahoma.

Frank C. Moore, Supervisor of Industrial Arts, Board of Education, Cleveland, Ohio.

Irvin S. Noall, State Director, Vocational Education and Supervisor of Trade and Industrial Education, Salt Lake City, Utah.

Thomas H. Quigley, Professor of Industrial Education, Georgia School of Technology, Atlanta, Georgia.

J. J. Seidel, State Director, Vocational Education and Supervisor of Trade and Industrial Education, 2014 Lexington Building, Baltimore, Maryland.

R. W. Selvidge, Professor of Industrial Education, University of Missouri, Columbia, Missouri.

H. A. Tiemann, State Director of Vocational Education, Denver, Colorado.

B. H. Van Oot, State Supervisor of Trade and Industrial Education, Richmond, Virginia.

The chairman of the committee has appointed an Executive Committee composed of the chairman of each of the three subcommittees:

E. E. Gunn, Chairman, Sub-Committee on Apprentice Craftsmen of America.

Irvin S. Noall, Chairman, Sub-Committee on Junior Craftsmen of America.

Earl L. Bedell, Chairman, Sub-Committee on Amateur Craftsmen of America.

The committee requested the United States Commissioner of Education to furnish them with secretarial help. Mr. R. V. Billington, Industrial Education Service, has been assigned to serve in this capacity.

The Organization

Briefly speaking, the Future Craftsmen of America organization, commonly known as the F.C.A., is composed of three affiliated organizations; namely, Apprentice Craftsmen of America for the apprentice group, Junior Craftsmen of America for the All-Day Trade group, Amateur Craftsmen of America for the Industrial Arts group. These organizations will function locally, state-wide and nation-wide. The plan calls for proper coordination and planning among these three groups in the local communities throughout the state and throughout the nation.

Widespread Interest

Hundreds of letters have been sent to members of the committee and to the United States Office of Education requesting information on the F.C.A. program. The constitutions and organization are not sufficiently complete to be sent out at this

time. Members of the committee feel that considerable refinement is needed before these constitutions should be widely distributed. The committee is definitely planning, however, to have these constitutions available by the opening of school in September.

Many local directors of industrial education and those interested in teacher preparation are encouraging the organization of local groups and are preparing to do some experimental work. All this is in accord with the plan and program of the national committee. There will be much room for experimentation on the part of local clubs as the organization grows and expands.

A few points on which agreements have been reached:

1. This will be a boy organization.
2. There will be one general organization known as the Future Craftsmen of America.
3. There will be state and national conventions of industrial youth.
4. There will be three affiliated organizations:
   - Apprentice Craftsmen of America for the Apprentice group.
   - Junior Craftsmen of America for the All-Day Trade group.
   - Amateur Craftsmen of America for the Industrial Arts group.
5. Each of these three organizations will locally provide for four earned degrees of attainments.
6. Each of these four earned degrees for the Junior Craftsmen and the Apprentice Craftsmen will call for definite requirements in the several trades with regard to the attainments of:
   - (*a*) Degree of skill.
   - (*b*) Degree of technical information.
   - (*c*) Degree of character qualities.
   - (*d*) Degree of leadership.
7. The Amateur Craftsmen of America plan has as yet not been determined except that it, too, will have four earned degrees. Definite provisions are to be made to promote exploration, consumer knowledge, hobby interests, handyman activities, and guidance in making occupational choice.
8. There will be an honorary state award and an honorary national award similar to those in the Future Farmers of America, within each of these three affiliated organizations.
9. Local clubs for the present year will set up their own standards of attainments required for the four earned degrees, in accordance with the factors and principles outlined above. Later they can affiliate with the state and national organizations when plans for their affiliation are completed.
10. A large number of committees will be needed to provide for the degree requirements for industrial arts groups as well as for those students pursuing the several trades.
11. Ceremonial programs will be provided for the dramatization and the celebration of these various degrees.
12. We plan ultimately to make provision in this club program for all boys interested in the various types of industrial education work.
13. This club program shall in no way be used to encourage the increase or decrease in the number of students enrolled in industrial courses.
14. It shall serve industrial youth in some such form as the Future Farmers of America organization serves the agricultural students, the Future Homemakers of America the Home Economics students, and the Junior Academy of Science the science students.
15. It shall further serve as an integrating force in producing well-rounded, well-trained industrial youth developed to the maximum of their abilities in craftsmanship, leadership and qualities of character and good citizenship.
16. This shall *not* be a secret society.

Plan for the Summer Months

The chairman, through the cooperation of the United States Office of Education and the American Vocational Association, has called an Executive Committee meeting for May 12, 13 and 14.

At that time plans will be developed to raise a budget to finance the work of the committee for the years that are ahead and to provide plans for the various production groups that will be necessary to develop so comprehensive a program.

Objectives of the Organization

The objectives of the organization as they have been tentatively developed thus far are as follows:

FUTURE CRAFTSMEN OF AMERICA. The purpose for which this organization is formed is to promote the spirit of craftsmanship in the several types of industrial education work pursued.

APPRENTICE CRAFTSMEN OF AMERICA (Apprentice Students). The purposes for which this organization is formed are as follows:

1. To develop competent and aggressive educational industrial leadership.
2. To strengthen the confidence of the apprentice in himself and his work.
3. To create more interest in the intelligent choice of industrial occupations.
4. To stimulate a creative spirit in true craftsmanship.
5. To impress upon industrial youth the relation of the craft of each to the whole pattern of industrial life and the importance of that relationship to the economic, social and moral welfare of the country.
6. To promote thrift generally and specifically with the wise use of educational and training facilities.
7. To promote and improve scholarship.
8. To encourage organized recreational activities among apprentices.
9. To supplement the regular systematic instruction offered to apprentices with related and technical trade information.
10. To advance the cause of trade and industrial education and apprentice legislation.
11. To assist in the transition from a student in the school to one on the job.
12. To assist in making the apprentice safety-minded.
13. In general to assist the apprentice in acquiring as high a standard as possible in respect to the following: accuracy, thoroughness, judgment, quality of workmanship, speed, loyalty, safety, and personal and working relationships.

JUNIOR CRAFTSMEN OF AMERICA (All-Day Trade Students). The purpose of this organization shall be to provide for young people who have selected a trade or industrial vocation and who have entered upon training for the same in classes meeting at least the minimum standards of the National Vocational Education Acts for Trade and Industrial Education, the following privileges, opportunities and services:

1. Development of pride in craftsmanship.
2. Establish standards of achievement and give motivation for achievement and service.
3. Give training for leadership.
4. Increase understanding and appreciation of the problems of workers.
5. Increase knowledge of industrial organization, the interdependence of workers, trade ethics and safety.
6. Social activities and recreation.
7. A means of expression of individuality, and the development of desirable habits and attitudes.

AMATEUR CRAFTSMEN OF AMERICA (Industrial Arts Students). The purposes of this organization are as follows:

1. To develop the interests of youth in industrial life.
2. To encourage the adoption of worthwhile hobbies involving fine craftsmanship.
3. To provide an opportunity to become acquainted with a wide range of tools, materials, basic machine processes, manufacturing methods, and information with respect to the occupations involved.
4. To develop the ability to select wisely and care for the things we use.
5. To promote the appreciation of fine craftsmanship of all peoples, thereby fostering the basic human desire to have or to produce articles characterized by fine craftsmanship.
6. To encourage in youth a feeling of individual responsibility to do useful work.
7. To provide opportunities for experience in leadership.
8. To develop pride in good workmanship and sound construction.

History of Committee Meetings

The first nationally recognized attempt to establish the club program for industrial youth was made at the American Vocational Association meeting in Pittsburgh, Pennsylvania; then for three days in May, 1935, in Washington, D. C., through the aid of the United States Commissioner of Education; again in Kansas City in the Fall of 1935 for a week in connection with the Future Farmers of America national convention; and finally in Chicago, December, 1935.

At the Chicago meeting the report and general outline of the program was accepted and approved by the A.V.A. Executive Committee.

A radio skit was presented on the NBC, 5:15 P.M. Central Standard Time, Wednesday, December 4, 1935. A copy of the "skit" appears in the March, 1936, issue of the *Industrial Education Magazine*.

History of Industrial Education Clubs

The writer knows of student industrial education clubs as early as 1911 in local school systems. One such club has met and now meets regularly each Monday

night. Doubtless there were clubs earlier than that.

In 1922, Doctor Arthur Dean, Doctor Finley, Editor of the *New York Times,* and the writer reviewed the possibility of applying some of the same techniques employed in scouting to the industrial arts work in junior high schools.

In 1929 the first club of this type was organized in Bloomsburg, Pennsylvania, and was known as a Junior Mechanics Club. The next year there were three clubs and today there are more than 200 clubs from coast to coast with 5,000 members.

At about the same time Oregon started the Future Craftsmen of Oregon, later known as the F.C.A., and was probably the first group to be known by that name. This group was largely an all-day trade group. Next we heard of Wisconsin having an F.C.A. for apprentice students, then Illinois, Utah and other states north and south used the term F.C.A. and established local clubs for industrial arts, day trade and apprentice groups. This movement was greatly aided by study groups at Fort Collins and Pennsylvania State College during the early 30's. During this period industrial student clubs were organized almost everywhere. They now await a national plan and organization to aid them in functioning effectively as the Future Craftsmen of America.

No one pattern of the early clubs will control the new pattern. The new F.C.A. will be a composite of the best that can be found in all of the early experiments in club work.

In Conclusion

We believe that a national industrial club program well conceived and well executed will profoundly affect the character and quality of all phases of industrial education. It can be the catalytic agent by which we obtain more readily the highest objectives for the welfare of youth, education in general and industrial education in particular.

F. F. A. News Notes

Prepared by W. A. ROSS, National Executive Secretary

Collegiate Chapters

The Collegiate Chapter of F.F.A. at Alabama Polytechnic Institute is going strong with a membership of 100 agricultural education students. They are prospective teachers of vocational agriculture learning how to serve efficient advisers of local chapters. An increase of 120 per cent in agricultural education is reported this year at this institution; the enrollment now stands at 165.

About forty students are members of the Collegiate Chapter located at Mississippi State College. New Collegiate Chapters are being started in Arkansas, Wisconsin and Maryland.

State Conventions

Spring is the season for State Conventions of F.F.A. Here are some of the recent and coming dates for these gatherings:

Wyoming (Casper) April 17th-18th.
Nevada (Reno) April 20th-22nd.
Nebraska (Lincoln) April 23d-24th.
Missouri (Jefferson City) April 22nd-24th.
Tennessee (Nashville) April 24th-25th.
Kansas (Manhattan) April 27th-28th.
South Dakota (Brookings) April 27th-28th.
Montana (Bozeman) April 30th-May 2nd.

Oregon (Corvallis) April 30th-May 2nd.
North Dakota (Fargo) May 7th-8th.
Iowa (Ames) May 14th-15th.
Ohio (Columbus) June 5th-6th.

New Jersey

The Rancocas Chapter located at Mt. Holly has been active in conservation of wild life. Members planted grain for the birds, built shelters and scattered feed during the winter months. They are now raising rabbits and birds to be liberated.

On March 30th this chapter staged a Sporting Dog Show at Medford Lakes. There were 110 entries representing eight different breeds. Splendid cooperation was given by the New Jersey Foxhound Association and the English Setter Club of America. An unusual chapter activity.

Missouri

At the annual F.F.A. Conference, April 22nd-24th, the State Convention was held in the House of Representatives Chamber of the capitol building in Jefferson City. Lloyd W. King, State Superintendent of Schools, and Branch Rickey, Vice-President of the St. Louis National League Baseball team and organizer of the "Knot Hole Gang," were the principal speakers. The new State F.F.A. Band was scheduled for its first appearance. The judging of livestock, grain and poultry and the public speaking contest were held at the University of Missouri in Columbia.

Michigan

The Michigan Association has 170 chapters and their total membership for the year will probably reach 3,500.

Montana

A young Farmers Club has been organized at Missoula under the leadership of C. M. Home, teacher of vocational agriculture. The club meets every Tuesday and there are twenty members.

North Dakota

The seventh annual public speaking contest is scheduled for May 7th at the Little Country Theater, North Dakota Agricultural College, Fargo. The eighth annual convention takes place the following day.

Ohio

The Jackson Center Chapter have their own thrift bank deposit books with appropriate wording printed on the cover. Each member is issued one of these books and makes his deposit with the chapter treasurer who in turn keeps them in one account in a local bank. Members are saving money for project expenses and a summer trip. They are enthusiastic over their plan.

Indiana

Several members of various chapters in the "Hoosier" State have participated in radio broadcasts recently over WLS, Chicago. Nominations of outstanding boys for appearance on these programs are made to the Executive Secretary-Treasurer and details given as to why the chapter members feel the individual should represent the organization in such an activity.

Illinois

The Villa Grove chapter has a new room for chapter meetings. Members fitted up this room by working before and after school hours and during vacation periods. Walls and ceiling were painted and each officer built his own station. A radio has been installed and the group listen in on various programs. A trophy case is included and a book shelf is being developed. The third Friday of the month is designated as "Guest Day."

Oregon

Over 19,000 forest trees had been ordered by F.F.A. members in the "Beaver" state up to April 1st. State officers anticipated that total orders for the year would reach the 30,000 mark. The trees were obtained through the State Forestry Service and were furnished free to the members for ornamental, windbreak and shelterbelt plantings on their home farms. The planting stock was from one to two feet in height and included such varieties as Port Orford cedar, Western Red cedar, Western

hemlock, Norway spruce; also cypress, black locust and pines. Special instruction was given the boys in planting, transplanting and care of trees. In some instances trees were placed in chapter nurseries for a year prior to permanent planting. Considerable encouragement on tree planting was given, due to the home improvement requirements set up for "Keystone" chapters.

Tennessee

The John Sevier Chapter (Unicoi County) produces sweet potato plants to sell to farmers in the locality. A survey of the sweet potato situation was made first which revealed the fact that nearly every farmer grew a few plants but very few bedded any seed. The plans of the chapter included bedding certified seed and treatment for black rot and stem rot. Each member agreed to sell 400 plants, the money to be turned into the chapter treasury.

Virginia

Woodstock Chapter won the Northern Virginia F.F.A. Basketball championship this season. Thirty-seven teams started in the preliminary tournaments. The Mt. Clinton, Woodstock, Sperryville and Winchester teams reached the finals. The winning team members received silver basketball watch charms and the chapter a bronze plaque. National President Bill Shaffer, a member of the Woodstock Chapter, made the presentations and was the principal speaker at the dinner which marked the close of the tournament.

Iowa

The Vinton Chapter of fifty boys sponsored, as a group project, the Eighth Annual Grain Poultry and Egg Show. It was held in the high school gymnasium March 25th-28th. Entries included corn, oats, soybeans, poultry and eggs. The Iowa State department of agriculture and local business men cooperate in financing the undertaking. F.F.A. members acted as representatives of the various departments and conducted the affair unaided. George Carlson, local chapter president, was designated as secretary of the show. Over $250.00 was paid out in premiums. In the past nine years the total cash winnings at this show by vocational agriculture boys amounts to over $3,000.00. The members are enthusiastic over the opportunities presented in this undertaking to learn how to plan and how to take and discharge responsibility. According to L. B. Callison, local adviser, this project is a splendid developer of leadership.

California

The Golden Empire Chapter at Live Oak, second place winner in the 1935 chapter contest conducted by the national organization of F.F.A., is further emphasizing pure-bred livestock. The members continue to expand and develop their livestock enterprises. State President Eager, with his fine Hampshire hogs, is a leader in this type of undertaking. Recently he purchased a gilt of Maplewood breeding for $77.00. Buddy Williams, another member, owns a well-bred Duroc gilt that farrowed 16 pigs. He expects to increase his herd to twenty sows. An outstanding purchase was made by Donald Witherow when he successfully bid on a 4 months old Holstein heifer of the Carnation Farms at $175.00. This heifer is closely related to world champion cow Carnation Ormsby Butter King.

Board of Trustees Meeting

The spring meeting of the National Board of Trustees was held in Washington, D. C., April 9th to 15th. Those attending were William Shaffer, Virginia; Owen Owens, Wisconsin; Leon Hubbard, Oregon; Stanley Tschantz, Ohio; Andy Fulton, Arkansas; Julius Black, Iowa; W. A. Ross, Washington, D. C.; J. A. Linke, Washington, D. C.

Among the important items considered were: plans for the ninth convention; tenth anniversary; alumni and collegiate chapters; national publication; supplies and equipment; special publications; changes in the constitution and radio programs.

Change and Chains!

At Least Stranger Things Have Happened—Really!

RETURNING from Chicago by the Lakes and the St. Lawrence, the Ship rounded the Grand Banks and headed Sou' Sou'west past fragrant Gloucester, through Broad Sound to jolly old Boston. There on the Charles in Back Bay, under the frowning front of MIT and the up-stage squint of Harvard, our galleon lies at anchor waiting for word from AVA as to the next meeting place.

Visitors from Boston's Four Hundred have rowed over to call, and the deck is strewn with cards of the Lowells, the Cabots and even a Carter Ink scion, you know—THE Carters. But that isn't what caused the trouble.

Meanwhile Cap'n Crabtree, who specializes in statues of Minerva and Zeus, has set up the Pilgrim Fathers on the deck to give them that desirable weatherbeaten effect which artists call patina and laymen refer to as mildew. One of the statues stands like Ichabod Crane's Headless Horseman—and here's how that happened:

First, I want to point out that all this effort to maintain the stiff dignity and thin-lipped austerity of the rock-bound coast has, I fear, been lost on Cap'n Crabtree. He comes from a hardier race of Roger Williams' backwoodsmen whose folk left Boston long before any light hung in the belfry of old South Church; at least two generations earlier than the famous tea party, you know, when the British had the Indian sign put on them.

Cap'n Crabtree is more like a Pine Tree Shelling than a Concord orchid. Falstaffian in girth and breadth of smile, he radiates a good humor and Yankee affableness that comes out of liberal helpings of maple sugar sirup, hickory-smoked hams and looking beyond the meadows of New Hampshires at the white-capped Berkshires.

Vocationally you can't scrape all of the back country off your shoes or shed the linsey-woolsey from your philosophy just because you've moved into Boston and ride their funny two-by-four subway.

So the Crew believed the Ship was in good hands and resting easy-like, getting acquainted with the New England gulls and the Harvard boys. Every few days First Mate Goward, wearying of the publishing business in Worcester, primed his Willys-Knight with five gallons of lubricating oil and smoked his way eastward—just to catch a look at our old Craft, where she sort of dances a marine hornpipe, under the cod-livered eyes of traditional Bostonians.

So it happened that last month two idealists spied our Ship at anchor and wired Washington for authority to revamp the Old Girl from top sail to keel—put her

into shape to compete with the *Normandie* and *Queen Mary* with diesel engines and air-conditioned cabins and ultra-short wave antennae.

No sooner asked, authority came back by teletype to start renovation right after the Easter holiday. Out of Bridgeport came boxed diesels all ready to install and crates and crates of air ducts for the air-conditioning system and reels and reels of ruddy copper wire for the new radio coils.

Outwardly from the shore there seemed to be little doubt about the Ship being an ancient hulk of the most colonial proportions, and so quite worthy of renovation.

Came the day the boarding expedition was organized. Setting off from shore with landing papers, the modernists stood dramatically at the helm of their dory. But, as the party neared the Ship, someone caught sight of the figures on the deck—queer grey-garbed men with wide-brimmed hats and long cloaks, watching intently the approach of the dory. Evidently these men on deck were not friendly. From under each arm protruded a weapon that had the funneled muzzle of a seventeenth-century blunderbuss.

The landing party signaled for their engines to slow down. Clearly the gentlemen on board the frigate had their own ideas of the rights of private ownership, individual initiative and the freedom of the seas.

But the landing party had authority on their side too. Wasn't this a changing world and they a part of the small change? Clearly, these old fellows were as outmoded as Thomas Paine.

"Let them have the atomic ray gun," cried the head of the modernists. "Let them feel the march of science!"

"Bist-bist-bist!" sounded the gun, and the head of the nearest Puritan went up in a burst of dust like a sixteen-inch shell ricocheting from a sand dune.

"Hurray for modern progress," cried the atomic gunner. "That'll teach the old fogies a thing or two!"

Over the file rail by the quarter-deck a white pennant was run up on the Ship.

"They've capitulated," cried the crowd in the dory. Coming alongside the Ship, the landers tossed over a grappling hook and pulled themselves over the side.

The grey-robed figures didn't stir; they just stared and stared. "Why, these are only plaster paris casts," cried the atomic ray gunner; "no wonder there was such a burst of dust."

"Stuffed shirts!" commented the landing party.

Just then the hatch flew open and out rushed Cap'n Crabtree and his Crew. "What are you fellows breaking up my china for?" cried the Cap'n; "what's the idea of blowing the head off one of my Pilgrims?"

"There must be some mistake," began the invaders.

"You must think this is a convention," spoke up the First Mate; "don't you know we have to get our supplies ready for next December?"

The ray gunner spoke up: "Well, your old Craft was built for sails, while today we have diesel engines and air-conditioning and radio. We're planning to bring the Constitution up-to-date."

"The what?" cried the Cap'n.

"The Constitution!"

"What Craft do you think this is?" demanded Cap'n Crabtree, starting to laugh.

"The Constitution, of course!"

"Why I'll be hornswoggled and keel hauled all to once. I know we shouldn't have docked here after all. Now to clear up any misunderstandings. This is *The Ship*, a Craft that attends educational conventions and represents a mixture of the best in the old and new in aids to vocational education and industrial arts."

So, until the Ship's Crew greet you, may your log chart fair weather and your binnacle point the way to progress and success.

WALDO WRIGHT,
Commodore Rtd., The Ship.

A.V.A. Life Memberships

Presented to Mr. G. Ivan Barnes and Mr. F. J. Hubbard

A LIFE membership in the American Vocational Association was presented to G. Ivan Barnes, State Director for Vocational Education in Kentucky. This membership was presented by all of the vocational teachers in Kentucky. The presentation was made at the annual luncheon meeting of the Kentucky Vocational Association. The presentation was a surprise to Mr. Barnes. It was very evident to all present that he appreciated keenly this tribute to his personal leadership in Kentucky. Mr. Barnes has been State Director for Vocational Education in Kentucky since 1918. The presentation of the life membership was made by Mr. A. Carman, teacher of agriculture, and principal of the Athens Kentucky High School. The presentation was arranged by Miss Ata Lee, president of the Kentucky Vocational Association, and her co-workers of the Kentucky Vocational Association. We extend our congratulations to Mr. Barnes.

At the annual meeting of the Mississippi Vocational Association held on Friday, April 24, a life membership in the American Vocational Association was presented to Mr. F. J. Hubbard. Mr. Hubbard has been Director for Vocational Education in the State of Mississippi since the beginning of the vocational education program under the Smith-Hughes Law, September, 1917. His leadership in Mississippi has been appreciated by those with whom he has been associated in the development of the vocational education program in Mississippi. The many friends of Mr. Hubbard throughout the country extend to him their congratulations.

Book Reviews

PRACTICAL BULLETINS ON ELECTRICITY As Applies to the Farm Now Available to Farm Mechanics Teachers.

The Pennsylvania Joint Committee on Rural Electrification, Harrisburg, Pennsylvania, prepared in August, 1935, a very practical bulletin entitled, "Problems in the Application of Electricity in the Home and on the Farm." This bulletin outlines and illustrates with cuts the following ten common electrical jobs that the farmer meets:

1. General Information — Electrical Terms, Definitions and References.
2. Reading and Recording Watt-hour Meter.
3. Conductors.
4. Splicing Insulated Wire and Cable.
5. Fuses, Overloads, and Short Circuits.
6. Wiring Methods.
7. Installing and Replacing Plugs and Sockets.
8. Wiring a Two-Battery Bell Circuit.
9. Wiring Three-Way Switches.
10. Installing a Convenience Outlet.

Each Job or Problem is dealt with under the following headings: (*a*) Related Questions for Discussion, (*b*) Information, (*c*) Applications.

This Bulletin is listed at fifteen cents per copy.

In February this same committee had

announced the availability of a Circular entitled, "Uses of Electricity on Poultry Farms." This is also valuable since it deals, in a very practical way, with the uses of electricity to the Poultry Man. Valuable information is given on the following subjects: Illumination, Ultraviolet Radiation, Incubation, Brooding, Water Heating, Ventilating, Candling, Semi-Scalding, Burglar Alarms.

This circular is free. Persons desiring copies should send to John M. McKee, Secretary, Pennsylvania Joint Committee on Rural Electrification, Harrisburg, Pa.

JOBS AND CAREERS.—The Vocational Digest. Published by Jobs and Careers, 520 North Michigan Avenue, Chicago, Illinois. (Newsstand price 25 cents—in quantities of 25 or more copies per month, at the rate of 19 cents per copy.)

During the past few months, a new periodical has appeared on our newsstands. It is *Jobs and Careers*. This monthly magazine, published twelve times a year, seems to be a digest of articles dealing with vocational education. From a wide range of vocational facts and discussions published in a variety of magazines, *Jobs and Careers* selects and condenses for easy reading, interesting information bearing on many fields of employment. Several articles have already been reprinted from the A.V.A. JOURNAL. This new magazine should be of interest to college and high school teachers and students and especially to vocational teachers and students.

ONCE IN A LIFE TIME.—A Guide to the CCC Camps. By Ned H. Dearborn. Published by Charles E. Merrill and Company, 381 4th Avenue, New York City.

This little book is written for the youth in our C. C. C. Camps. It is written in language that they can understand. It is very evident that the author has tried (successfully) to put himself in the place of the C. C. C. youth. He has asked and answered a number of questions that should enable the youth in these camps to understand better why they were there and what a period in the C. C. C. might do for them while they are there.

The book makes a distinct contribution to a better understanding of education and its place in the success of everyday living. It indicates a need for training for various occupations or jobs and rather generously sets forth the educational training facilities or opportunities in the C. C. C. It contains a brief treatment of numerous professions and trades, indicating types of work involved and qualifications of those who are successful in such occupations. The book contains splendid suggestions for the younger members of the C. C. C. These suggestions should be of great assistance to these youth in helping them to get along well with their associates both in and out of the camps. While the book is primarily for the enrollees of the C. C. C. it would undoubtedly be of interest to and service to many young men.—L. H. D.

JOB SATISFACTION, by Robert Hoppock. A Publication of the National Occupational Conference. Harper & Brothers, Publishers, New York City. Price, $3.50.

This book gives the results of an intensive research into the extent and causes of occupational discontent.

It includes studies of employed and unemployed adults in numerous occupations, it analyzes various factors that affect job satisfaction, and presents the results of a survey of job satisfaction in a typical American manufacturing village.

Everyone interested to know at first hand whether it is possible today for workers to enjoy their work, and why, will find this a challenging and illuminating volume.

Here and There

From the Executive Secretary's Note Book

In February I had the privilege of visiting the Vocational School at New Bedford, Massachusetts. This school is operated by a Board of Education and faculty as a separate unit in the educational system of that interesting New England community.

There are over 460 boys enrolled in the vocational school and the girls' unit of the school has enrolled over 200 girls. Both day trade preparatory and evening trade extension classes are operated in seven trades. The boys in the day trade preparatory classes are in shop work full time for two weeks and then for one week full time in related instruction classes.

One of the outstanding developments in the school in recent years has been the constant raising of qualifications of the entering group of students. Formerly, most of the entrants were those who were fourteen years of age and had completed the sixth grade. Gradually, as the work and effectiveness of the school have come to be understood, both the age and the academic level of entrants have risen. At the present time the number of applicants is much greater than the capacity of the school, and this permits of a more careful selection of students. The average student now entering the New Bedford Vocational School has completed the 9A grade.

The vocational course covers a four-year period. This in effect gives the graduate of the vocational school a period of training equivalent to one more year than the regular high school. This means the graduate is more mature and better prepared than formerly. This is undoubtedly one of the factors in the fine occupational record made by the graduates of the vocational school.

The morale of the school is high and the *esprit de corps* and professional attitude of Director W. R. Mackintosh and his able corps of teachers would be a credit to any professional groups.—L. H. D.

•

More Funds Needed

Texas needs more funds for homemaking education in order to adjust salaries and thereby enable this service to compete with other government agencies in the employment and retention of competent workers. Since December, twenty-five or more of our most competent teachers have gone into home demonstration service, doubling and sometimes trebling their salaries. The vocational homemaking service has trained the teachers and given them training on the job until they have passed through the awkward stage and become of real value. The vocational homemaking service is becoming very largely a probation training set-up for other services. More funds for this service seem to be the only means of remedying the situation.

•

Genuine Cooperation in Georgia

Recently the Agricultural Extension Service and the Division of Vocational Education of Georgia launched one of the most extensive cooperative programs that has ever been attempted since the beginning of these two organizations in the State.

The cooperative program has been extended to each of the 159 counties of the State. One of the projects consists of organizing and conducting county forums for the purpose of discussing timely agricultural and economic problems. In each county the home demonstration and county agents are responsible for selecting a group of representative farmers from all sections of the county and for arranging for their attendance at meetings. After the groups are assembled, the agricultural teacher leads the discussion dealing with the various problems in which the farmers are interested.

During the months of January and February, problems dealing with agricultural planning formed the basis for practically all the forum discussions.

This is only one of numerous other projects that are being carried on cooperatively by the two organizations.

The forces in both the Agricultural Extension Service and the Division of Vocational Education feel that the best interest of the State may be served by the two organizations working together.

•

A Part-Time School for Store Juniors in New South Wales

The retail merchants have organized a Retail Traders' Staff Training Institute of New South Wales (Australia) in order to provide for the instruction of juniors employed in retail stores in Sydney. Over 220 students, both boys and girls, from twenty-five business houses enrolled when the school was opened the first of January. The instruction will be primarily that related to the occupational needs of these youth, most of whom are employed in retail stores.

•

Interest in Homemaking for Boys on Increase

The demand on the part of high school boys in Texas for courses in homemaking, or home living, has more than doubled this year. Many school administrators have expressed the desire to meet this demand and approximately twenty-five schools have offered courses for boys for the first time. The one-year course of study for boys published in 1932 is now exhausted, but is being revised as part of the curriculum revision movement.

•

Industrial Arts Survey in Wisconsin

A state-wide survey is being made of the curriculum in industrial arts in Wisconsin. This is a cooperative enterprise on the part of the State Department of Public Instruction, the Wisconsin Industrial Arts Association, and the Stout Institute. The present plan is to have the initial summaries from this study available for the spring regional industrial arts conferences, under the auspices of the Wisconsin Industrial Arts Association and the State Department of Public Instruction.

•

The N.Y.A. Provides Vocational Training

The National Youth Administration has provided a practical and unique type of training for Minneapolis young people who are not in school but unemployed. It is an adjustment service and also provides training in fourteen occupations. Diplomas are not given until graduates have proved themselves in six months of subsequent employment. Aptitude tests are used in the selection procedures prior to training.

•

A Conference on Business Education

The School of Business of the University of Chicago announces that the Fourth Conference on Business Education will be held at the University on June 25 and 26. The general topic for the conference will be "Business Education for Everybody." Among the topics discussed will be "Common Economic and Business Misconceptions" by James O. McKinsey, of Marshall Field and Company; "Wastes Resulting from Inadequate Business Training," by Professor Lewis C. Sorrell; "Possible Contributions of Certain Fields," "The School Situation," and "Progress in the Schools to Date." All interested in this subject are invited to attend, for no fee is required. The University of Chicago will provide special housing facilities for those attending the conference.

•

Tenth Anniversary Meeting—Adult Education

The Tenth Anniversary Meeting of the American Association for Adult Education will be held in New York, May 18-21.

Headquarters will be at the Hotel Astor. Members and friends of the Association are cordially invited to attend the meeting. There is no registration fee.

In celebration of its tenth anniversary, the Association is attempting to present all aspects of the adult education movement in its program. There will be some fifty sessions on adult education in relation to public schools, libraries, colleges and universities, prisons, settlements, women's clubs, museums, science, the theater, music and art. A number of sessions will be devoted to a discussion of the Federal Adult Education Program, including one at which there will be a demonstration of the New York City Emergency Adult Education Project.

•

A General Shop for Vocational Guidance

The Boys' Vocational School of St. Paul, Minnesota, has established a general shop for vocational guidance purposes. Boys entering the school must attend these classes particularly when uncertain regarding choice of a definite occupation. They are under careful observation during this try-out period. Should any special mechanical aptitude fail to show, other types of try-out and training are recommended.

Indication of success of training and definite upturn in business is apparent in the placement of 75 per cent of the graduates in retail selling courses of the St. Paul, Minnesota, Mechanics Arts High School.

•

New Vocational Developments in Wyoming

Vocational agriculture departments in the State of Wyoming are expanding and building larger and better departments. New departments are being built at Encampment, Riverton, Powell and Lovell. These are being built according to the latest ideas on such departments and are being made large enough to care for further increases in enrollment. This speaks well for the work being done by the teachers of vocational agriculture in these departments.

•

Scholastic Awards for Pennsylvania Trade School

Among the 1936 Scholastic Awards for high school students, conducted by *Scholastic,* American high school weekly, pen and ink drawings by Walter Gasowski, 17, Connelley Trade School, Pittsburgh, earned a fourth prize. They were originally prepared as posters for the American Vocational Association convention in that city. Gasowski's instructors are Mr. Frank Sullivan and Mr. R. S. Kennedy. Gasowski also won first prize for advertising art. Other Connelley Trade School students took the first prize in abstract design, a second for pen and ink drawing, and a fourth in advertising art.

•

Many Homemaking Departments Extend Programs through Summer Months

One hundred and sixty-six of the 622 vocational homemaking departments in Texas high schools will continue their homemaking education programs through the summer months. The teachers as a rule will remain on the job in order to launch the students in a program of desirable experiences, some of which may result in the type of achievement which could be labeled "home projects" if so desired.

•

Survey of Commercial Occupations

The commercial departments of three high schools in Evansville, Indiana, in cooperation with the Chamber of Commerce, will make a city-wide job survey in the Evansville area. The purpose of the survey is to find out what kind of training is preferred by employers of beginners in offices and stores. The information sought concerning clerical and store positions will provide a factual basis for the reorganization of the program in the high school commercial departments.

New Industrial Arts Departments in Minnesota

There will be twelve new industrial arts departments in Minnesota when that many high school buildings are completed in 1936. It is encouraging to know that during the depression but one school closed its shops and that one reopened after a year.

•

The Regional Conference at Boston

The Eighteenth Annual North Atlantic Regional Conference for state supervisors of vocational agriculture and men training teachers in land grant colleges was held at Boston, April 6, 7 and 8. The subjects which received especial attention this year were basic principles and practices in the vocational agriculture program and the program for the out-of-school farm youth 16 to 25 years of age. Specific plans were laid for a broadcasting program by each State in the region, using the smaller stations, of which there are many. Up to the present time these have been used altogether too little by those who are interested in acquainting the public with the achievements in vocational education in agriculture.

The day spent on basic principles and practices included part-time schools, follow-up of former vocational pupils, the F.F.A., supervised farming, promoting a state program and training teachers in service.

•

Home Economics Conferences in New York

In New York the second semi-annual meeting of the city supervisors of home economics was held in Utica on February 7 and 8. The meetings were conducted by Marion S. Van Liew, Chief of the Bureau of Home Economics Education; Miss Edna P. Amidon, Federal Agent for Home Economics Education of the Office of Education, Washington, D. C., shared in the leadership. This group is doing some outstanding work in curriculum revision on the junior high school level and in developing newer methods of teaching. Several excellent projects of an experimental nature are in operation. During this year they have been working on the development of guiding principles in family relationships on a seventh grade level. Class situations desirable for teaching these principles and resulting behavior of children have been studied.

The annual home economics teacher training conference was held in Syracuse at the Hotel Syracuse on March 26 and 27. The colleges and universities sharing in these meetings are those whose curriculums have been approved by the State Education Department for the training of teachers of home economics and whose graduates can be certified to teach in this state. This group is discussing ways to help pupils find their needs, set their own goals, make plans to reach them, and check their own progress.

The leadership training conference for county leaders of New York will be held at Cornell University during summer session from July 13 to 25. This will be the fourth conference of this group. Some training will be given in interpreting the state-wide plan for home economics education in the operation of the departments in the schools of a county.

•

Adult Education in Kansas

Adult education is moving forward in Kansas. The interest has increased to the extent that four full-time workers are kept busy teaching classes in home economics in various communities. The present plan is to send the teacher into a community for a four-weeks period to offer a series of classes. One worker offers courses in child training and parent education in the larger cities in the state. One group of women who are interested in acting as group leaders takes a short intensive course in leadership training and these women continue

the study group work after the itinerant teacher has gone.

Two workers offer a complete program of homemaking classes—child study and parent education, consumer problems, nutrition, home management and the like, in second and third class cities. A fourth worker offers courses in community hygiene, health and home care of the sick. She works out from a center, meeting groups in four or five different communities once a week. The use of itinerant teachers makes it possible to offer work in many more centers under the leadership of highly trained teachers.—Hazel Thompson, State Supervisor, Kansas.

•

A Classroom for Grocery Salespeople

The Stockton (California) High School has recently installed the equipment of a grocery store for use in retail selling classes. The school vocational shops made and installed the counters, shelving, and other fixtures. The cash register, wrapping facilities, and stock of groceries have been provided for the use of 150 students enrolled in the retail selling course of this school. Miss Marguerite Hubbell, a specially trained teacher of retail selling, is in charge.

•

F.F.A. Alumni Chapter Organized at University of Arkansas

For many years, young men have come and gone from the University of Arkansas, and many of them have attempted to form a branch of the Future Farmers of America organization. In the fall of 1935 Fred Harper, a former F.F.A., entered the University of Arkansas and began work immediately toward the organization of an alumni chapter. During August, 1935, the former Future Farmers of Arkansas met in their second annual convention at Camp Couchdale, and Fred was elected president of Arkansas Alumni. He and a committee of agricultural students at the University worked for two months before the organization was perfected. The chapter now has an enrollment of 150 members and the report is that many more agricultural students will become members before the year is over.

The chapter is putting forth every effort to carry out a real program of work during the year of 1936. Harper states that each member of the chapter is a former vocational agricultural student, and is working toward the goal of an F.F.A. Alumni Apartment House in which students will be required to work eight hours per week, the apartment house to be operated under the supervision of a committee. Under these conditions former vocational agricultural students will be able to get board and room at approximately $11.00 per month. —*University F.F.A. Alumni Reporter.*

•

Survey of Out-of-School Youths

The South Dakota Association, in cooperation with the State Planning Board and the State N. Y. A. Office, is conducting an extensive survey of out-of-school youths between the ages of 16 and 24 in South Dakota.

The general procedure is as follows: N. Y. A. workers secure, in the county superintendent's office, the names and addresses from the annual school census, of all young people between the above ages. All high schools have provided lists of their present enrollment and their graduates of 1931-35. By checking these two sources in the State Planning Board offices, a complete list of out-of-school youths is obtained. Questionnaires with return franked envelopes are then sent to all young persons of the ages indicated.

The objectives in the study are to find the needs and desires of this group as to vocational training, the extent of their education, and special emphasis on the correspondence work they have done. There has been a feeling that a great deal of money is being spent by young people through correspondence courses with "fly-

by-night" and irresponsible, so-called correspondence trade schools.

•

Scholarships and Fellowships in the Field of the Physically Handicapped

Teachers College, Columbia University, offers for the year 1936-37 a limited number of scholarships and teaching fellowships for graduates of normal schools and colleges and for teachers now in service in fields of the handicapped. Scholarship awards may include tuition, maintenance and cash stipends. The amount of the stipend will vary with the individual case. Scholarship awards will be based solely on the merits of each applicant and the amount of money available for grants. Appointments are made for one year on a probational basis, but may be canceled at the end of any session in event of inferior work.

•

Edwin A. Roberts Honored

The Educational Craftsmen's Club of Rochester, New York, held a Silver Anniversary Dinner in honor of Mr. Edwin A. Roberts, Director of Practical Arts of the Rochester Public Schools. The dinner was held at the Rochester Club, Thursday evening, April 30, 1936, and was largely attended. Our congratulations to Mr. Roberts on this recognition of his leadership and service in Rochester.

•

News Notes from Texas

R. L. Chappelle has succeeded C. Luker as Teacher-Trainer of vocational agriculture teachers at Texas Technological College, Lubbock, Texas. Mr. Luker resigned February 1, 1936, to enter the Soil Conservation Service. Mr. Chappelle is a graduate of Texas A. & M. College, College Station, and will receive his Master's Degree from Texas Technological College next August. Mr. Chappelle's experience as college instructor in Animal Husbandry, County Agent, salesman for feed company, and five years (1930-36) as teacher of Vocational Agriculture, in addition to his training, makes him a valuable man to contact prospective teachers of Vocational Agriculture.

W. A. Ross, Executive Secretary of Future Farmers of America, and Bill Shaffer, President, National Association of F.F.A., made a visit to Texas F.F.A. Executive Committee Meeting and F.F.A. Day at the Southwest Exposition and Fat Stock Show at Fort Worth, Texas, March 13 and 14, where they participated in the business meeting of the Executive Committee Meeting, Lone Star Farmer Banquet, and activities during F.F.A. Day, with 8,000 active members of the Texas Association of F.F.A. present. Their visit stimulated 12,000 active Texas F.F.A. members to greater activity in making outstanding future farmers out of themselves.

•

Miss Katherine Rogers Goes to Puerto Rico

Miss Katherine Rogers, Critic Teacher in the Training School of the University of Kentucky for the past six years, has been appointed head of the Department of Home Economics, University of San Juan, Puerto Rico.

Kentucky regrets to lose Miss Rogers, but extends to her congratulations and best wishes for success in her new undertaking.

•

Employment Opportunities for Commercial Graduates

In order to gain the information necessary for organizing effective preparatory classes, Miss Ray Abrams, Principal of the Maybin School for Graduates in New Orleans, is making a survey of the positions open to beginners in offices and stores at ages 18 to 20, inclusive. This survey is being made both by questionnaires and by personal visitations by the faculty and the students in the school. The purpose is to discover the kinds of office and store positions most frequently filled by youth between 18 and 20 years.

A.V.A. Membership Analysis

April 30, 1936

	*Membership November 30, 1935	Membership April 30, 1935	Membership April 30, 1936
Alabama	180	180	271
Alaska	1	—	25
Arizona	31	13	33
Arkansas	93	65	57
California	397	389	350
Colorado	110	94	78
Connecticut	229	189	219
Delaware	72	72	71
Florida	125	124	160
Georgia	372	367	404
Hawaii	103	103	—
Idaho	64	64	60
Illinois	1,465	2	1,125
Indiana	533	533	547
Iowa	182	176	253
Kansas	181	179	168
Kentucky	221	221	192
Louisiana	131	131	162
Maine	132	124	102
Maryland	232	222	144
Massachusetts	611	592	623
Michigan	429	425	595
Minnesota	88	59	191
Mississippi	139	139	152
Missouri	353	347	272
Montana	40	40	1
Nebraska	188	176	151
Nevada	37	37	36
New Hampshire	15	15	47
New Jersey	341	279	323
New Mexico	82	82	100
New York	1,515	1,475	1,353
North Carolina	207	207	233
North Dakota	62	60	36
Ohio	662	660	544
Oklahoma	213	211	273
Oregon	78	78	70
Pennsylvania	669	669	524
Puerto Rico	96	96	106
Rhode Island	2	2	—
South Carolina	264	242	226
South Dakota	75	63	8
Tennessee	241	241	281
Texas	521	489	735
Utah	69	69	112
Vermont	—	—	31
Virginia	354	343	340
Washington	74	74	84
Washington, D. C.	7	7	64
West Virginia	123	123	100
Wisconsin	795	772	915
Wyoming	59	59	66
Canada	1	1	4
Foreign	1	1	2
Total	13,266	11,381	13,019
Life Memberships	324	309	331
	13,590	11,690	13,350

*End of membership year.

"Unspoken thought affects but the thinker. Thought made manifest in words too often goes in one ear and out the other. But thought made manifest in print is touched with magic and travels far and wide."

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